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# Teachers' Perceptions of the Influence of Teacher Evaluation Process Feedback on Improving Instructional Practice

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This is to certify that the doctoral study by

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has been found to be complete and satisfactory in all respects,
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2023

Abstract

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MA, Walden University, 2015

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Manuscript Submitted in Partial Fulfillment

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Abstract

Research has shown that teacher evaluation feedback has not positively impacted teachers' practice or instruction. An average of 53% of U.S. Virgin Island teachers disagreed or strongly disagreed on the value of the feedback they received from administrators on the evaluation system. The purpose of this basic qualitative study was to explore the influence of administrator feedback on the teacher evaluation system as it related to improving teacher instructional practice. Two research questions focused the study approach, one on teacher perceptions of the influence of administrator feedback to enhance their instructional practice and the other on teacher perceptions of the quality of administrator feedback. The feedback intervention theory and the instructional beliefs model provided the conceptual frameworks for the study. The study took place in one school district in the U.S. Virgin Islands where 10 K–8 teachers participated in one-on-one interviews. Coding occurred through open and a priori techniques. Two themes emerged from the data analysis: (a) Educators perceived that administrator feedback must focus on the task and provide the opportunity to set goals and actions that align with the feedback, and (b) administrator feedback should be objective and timely and provide explicit details about the task to motivate teachers to improve their instructional practice. In response to the emergent themes, the study included a professional development project with the goal of enhancing the quality and impact of instructional feedback by administrators to improve teacher instructional practice. This project provides positive social change through the opportunity to advance the understanding of how quality administrator feedback could positively impact teacher instructional practice.

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Dedication

All glory and honor first go to God for giving me the strength, wisdom, knowledge, and resilience to complete this doctoral journey. I dedicate this study to my husband, Roland. Your undying support throughout this process kept me grounded, even on the days when I felt I couldn't go any further; I love you. To my grandmother, Cecilia Bryson, for your constant support and love. I also dedicate this to my father, Bobby. Your encouragement and push to remain focused did not go unnoticed. Without each of you, achieving this milestone would not have been possible. Thank you.

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Section 1: The Problem

PK–12 educational leaders are responsible for reforming local teacher evaluation systems as an accountability measure for student success. The need for teacher accountability for student success emerged from teacher performance and student achievement research indicating that improving teacher effectiveness improves the educational system (Hopkins, 2016). Educational leaders are redesigning teacher evaluation systems in the United States to improve student achievement and teacher growth. The No Child Left Behind Act (NCLB, 2002, as cited in Close et al., 2020) included systems for holding principals, teachers, and students accountable for student achievement. In 2015, the Every Student Succeeds Act (ESSA; as cited in Mette et al., 2020) enabled state leaders to develop teacher evaluation models to improve teacher performance and define teacher effectiveness. The Virgin Islands Department of Education (VIDE) followed suit by redesigning its teacher evaluation system to improve employee effectiveness and student outcomes (McMahon-Arnold, 2016).

The goal of the evaluation system overhaul was to provide teachers with feedback to improve their practice. However, research has shown that the teacher evaluation feedback process has not positively impacted teachers' practice or instruction (Mireles-Rios & Becchio, 2018). Several researchers have documented the lack of usefulness of the feedback teachers receive from the evaluation process (Lejonberg et al., 2018; Mireles-Rios & Becchio, 2018; E. C. Smith et al., 2020; Vandermolen & Meyer-Looze, 2021). Ridge and Lavigne (2020, as cited in Close et al., 2020) found that despite redesigned teacher evaluation systems in which school administrators provided teachers

with feedback, only half of the teachers found their feedback useful. The literature showed a practice gap in the larger educational community. The current study addressed the practice gap by focusing on how administrator feedback impacts teachers' professional growth and instructional practices.

In 2016, VIDE leaders redesigned the feedback evaluation system to improve employee effectiveness (McMahon-Arnold, 2016). A territory-wide survey of the 1,048 VIDE teachers with 329 responses (a 30% response rate) showed that 52% disagreed or strongly disagreed that the evaluation process provided meaningful performance feedback. The survey also showed that 59% of the teachers agreed or strongly agreed that they had unanswered questions about the teacher evaluation process, and 67% disagreed or strongly disagreed that they received more feedback about their teaching practices due to the evaluation process (McREL International & Educational Testing System [ETS], 2016). In contrast, 88% of the principals agreed or strongly agreed that the evaluation process provided meaningful performance feedback, and 56% agreed or strongly agreed they had unanswered questions about the teacher evaluation process (McREL International & ETS, 2016). Teachers' perceptions of principal feedback could significantly impact teachers' reactions to feedback, professional learning participation, and motivation (Tuytens & Devos, 2017). McREL International and ETS (2016) found that VIDE principals had more favorable perceptions of the evaluation process than teachers, who were less likely to agree that the evaluation process provided meaningful feedback. Additionally, more than half of teacher respondents (53%) disagreed or

strongly disagreed they received more feedback about their teaching practices in the revised evaluation process.

Teachers engage with principals in the evaluation system via observations, professional growth plans, and pre- and postconferences providing feedback on instructional practices. Many teachers believe that principals dominate and use evaluation conferences to identify deficiencies instead of strategies for improving instructional practice (Reid, 2020b). The redesigned evaluation systems include more feedback cycles and principal–teacher interactions. Although the goal is for principals to provide feedback more frequently, some teachers might not find the feedback useful because power dynamics can obstruct two-way communication (Y. Liu et al., 2019). Therefore, teacher–principal interactions should occur with respect and a power balance (Y. Liu et al., 2019). Lawson and Knollman (2017) indicated that teachers want respect. Therefore, many school district leaders avoid the top-down approach (Lillejord & Børte, 2020).

Reid (2020a) and Tuytens and Devos (2017) focused on the teacher evaluation process and found that teachers did not find the feedback useful. The scholars suggested how principals could conceptualize useful feedback. Other scholars have examined feedback with an asset-based approach, including teachers' perspectives on the feedback types and processes they find useful for improving their practice (Vandermolen & Meyer-Looze, 2021); however, only a few have focused on teachers' perspectives. The current study focused on teachers' and principals' perspectives on the evaluation process and feedback as a resource for improving teacher instructional practices. This study could fill the gap in practice because 53% of teachers and 88% of principals surveyed had different

perceptions about whether the evaluation process provided fair and meaningful performance feedback (McREL International & ETS, 2016). The current qualitative study addressed the practice gap in the role of administrator feedback in the teacher evaluation process in improving instructional practice.

## Rationale

U.S. students score consistently lower than students from many other countries. In the U.S. Virgin Islands (USVI), more than 50% of students in test-grade levels (Grades 3–8 and 11) score below proficient in English language arts and mathematics. The purpose of the redesigned district- and statewide teacher evaluation systems was for teachers to receive high-quality feedback to improve student performance. VIDE leaders promote professional growth and teacher reflection to transform teaching and learning with a research-based evaluation system that provides evidence-based feedback for improving instructional practices.

The current study focused on a problem scholars had not yet addressed from an in-depth qualitative standpoint: teachers' perceptions of the role of administrator feedback in improving instructional practice. The rationale for choosing this focus was the practice gap in teacher feedback. Surveyed teachers and principals disagreed that the evaluation process provided meaningful performance feedback for improved instructional practice (McREL International & ETS, 2016). The current study also addressed the influence of administrator feedback in improving teacher instructional practices in the United States and the USVI.

Facilitated effectively by school principals, teacher evaluations should provide meaningful feedback for improving teaching practices (Maslow & Kelley, 2012; Wieczorek et al., 2019). Student proficiency often mirrors teacher effectiveness. When considering teacher accountability, teacher effectiveness is the leading contributor to student success (Jimerson & Haddock, 2015; W. C. Smith & Kubacka, 2017). Principals contribute significantly to student learning because they are responsible for improving instructional practices in their schools. However, little research has focused on principals' teacher feedback (Khachatryan, 2015). The current study was a means of exploring VIDE teachers' perceptions of administrators' feedback on improving instructional practices.

## Definition of Terms

*Basic*: A teacher with basic performance appears to understand underlying concepts, does not harm the students, and sporadically and alternately implements the observed components' elements. Improvement occurs with coaching or mentoring (Danielson, 2013). Ratings for certain components of Danielson's (2013) framework for teaching adopted by VIDE officials indicated the basic level (Lash et al., 2016).

*Distinguished*: Educators with distinguished performance are master teachers with highly motivated, engaged, self-functioning, and student-centered classrooms. Distinguished teachers contribute to teaching both inside and outside their schools (Danielson, 2013). Ratings for select components of Danielson's (2013) framework for teaching adopted by VIDE officials indicated the distinguished level (Lash et al., 2016).

*Feedback*: Information provided by a principal about a teacher's performance or understanding. When giving feedback, a principal draws upon a teacher-developed goal for improving instructional practice (Voerman et al., 2012).

*Feedback cycle*: An iterative process that includes an audit of current practice, goal setting, task analysis, and performance assessments (Beaumont et al., 2011).

*Instructional leadership*: Practices for creating the conditions necessary to improve a teacher's motivation and instructional capacity. Examples of leadership practices include data-driven decision making, curriculum development, and professional development for teachers (Levia et al., 2016).

*K–8 teacher*: An instructor at the elementary (K–6) and junior (Grades 7–8) levels (de Brabander, 2000).

*Principal*: The chief administrator of a school responsible for teacher evaluations (Cosner et al., 2014).

*Proficient*: Teachers with proficient performance are experienced and professional educators who have mastered teaching, continue to improve their practices, and serve as professional resources for other teachers (Danielson, 2013). Ratings for select components of Danielson's (2013) framework for teaching adopted by VIDE officials indicated the proficient level (Lash et al., 2016).

*Teacher evaluation*: A formal assessment mechanism conducted by the principal to improve a teacher's instructional quality and enhance student learning (Donaldson et al., 2016). Teacher evaluation is a framework and systematic process for assessing

educators, contributing to teachers' professional development, and providing

opportunities for reflecting on teacher practice (Lejonberg et al., 2018).

*Unsatisfactory*: A teacher with unsatisfactory performance does not understand

the underlying concepts of the observed components and performs below the do-no-harm

licensure standard in some practice areas (Danielson, 2013). A supervisor who observes

such performance will likely intervene because these teachers are coaching priorities.

Ratings for components of Danielson's (2013) framework for teaching adopted by VIDE

officials indicated the unsatisfactory level (Lash et al., 2016).

## Significance of the Study

This research was significant because it focused on teachers' perceptions of the

role of administrator feedback in improving instructional practice locally, thereby

addressing the practice gap in the USVI. An understanding of teachers' experiences could

contribute to a feedback framework that principals could use to coach teachers in

improving their instructional practices. A 2018 McREL survey provided through the

VIDE employee evaluation system showed that more principals perceived teacher

feedback as meaningful and fair than teachers (McREL International & ETS, 2016). Less

than half of the teacher respondents agreed they received more feedback about their

instructional practices from the VIDE employee evaluation system. The current study

focused on whether K–8 teachers perceived teacher evaluation feedback as a resource for

improving instructional practices. Principals can leverage teacher evaluations by

providing feedback after observations, and feedback can be a powerful resource for

teacher improvement when properly received (Grissom et al., 2021; Myung & Martinez,

2013). As VIDE district leaders continue to review the teacher evaluation process, this study presented opportunities for shifts in the USVI teacher evaluation system. The practice gap could diminish if teachers could review and implement the feedback they find useful. The purpose of this study was to explore VIDE teachers' perceptions of the influence of administrator feedback in improving instructional practice.

## Research Questions

This qualitative study focused on USVI K–8 teachers' perspectives on the feedback types and processes that positively impact instructional practice. This study addressed a practice gap in K–8 teachers' perspectives on the role of administrator feedback in improving instructional practices. Two research questions (RQs) guided the study:

RQ1: What are teachers' perceptions of the influence of administrator feedback on improving their instructional practices?

RQ2: What are teachers' perceptions of the quality of the feedback given by administrators?

## Review of the Literature

The literature review includes the areas critical to the study. This study was an exploration of USVI K–8 teachers' perceptions of teacher evaluation feedback as a resource for improving instructional practices. The review provides a broader perspective on teacher evaluations and their impact on instructional practices. A comprehensive search occurred using the following databases: Education Source, Academic Search Complete, ERIC, Primary Search, Psychology Database, Sociology Database, Research

Starters – Education, SocINDEX with Full Text, Teacher Reference Center, ProQuest Central, and Google Scholar. The search for peer-reviewed articles and studies on these databases included the keywords of *teacher perceptions of feedback*, *teacher effectiveness*, *teacher beliefs*, *instructional practice*, *teacher evaluation feedback*, *instructional leader*, *Charlotte Danielson*, *the Danielson Framework for Teaching*, *teacher evaluation*, *feedback (response)*, *educational evaluation*, *principal feedback*, *the principal role in teacher evaluation*, and *feedback effectiveness*. I narrowed the initial findings to resources published within the past 5 years, although I also used older resources for historical context.

## Conceptual Framework

The study's conceptual frameworks were the feedback intervention theory (FIT) by Kluger and DeNisi (1996) and the instructional beliefs model (Weber et al., 2011). Feedback intervention includes the information an external agent provides about a performed task, and FIT addresses the feedback's far-reaching impact on human behavior (Kluger & DeNisi, 1996). FIT includes the law of effect by Thorndike (1913), which suggests that positive and negative feedback are a means of improving performance. Additional FIT components include control theory (Carver & Scheier, 1982), Locke and Latham's (1990) goal-setting theory, the multiple-cue probability learning paradigm (Chasseigne et al., 1997), Bandura's (1986) social cognition theory, and a variant of Mikulincer's (1994) learned helplessness theory (Kluger & DeNisi, 1996). Kluger and DeNisi developed FIT following a meta-analysis of 131 studies on feedback

interventions, the relationship between feedback and performance, and feedback as a tool to shift performance.

In the evaluation feedback cycles, FIT could provide useful guidance for understanding feedback and improving instructional practices. According to FIT, "the effectiveness of any feedback intervention depends on the level at which the intervention focuses our attention" (DeNisi & Kluger, 2000, p. 132). There are various opportunities to use FIT in the teacher evaluation process. For example, during the postobservation meeting, a principal can implement the FIT model by giving the teacher feedback on the observed instructional practices. FIT indicates that unspecific and elaborate feedback has little use and can distract receivers from tasks. Implementing FIT in feedback cycles could enable principals to understand how teachers understand the feedback based on classroom observations to improve instructional practices. The approach when used to deliver feedback within the teacher evaluation process could affect how teachers receive the feedback. Therefore, the evaluation process should provide performance-focused, nonthreatening feedback for a teacher's ego (Kluger & DeNisi, 1996). Feedback interventions lack effectiveness when focused more on the person than the task. Kluger and DeNisi (1996) theorized that negative or positive feedback could contribute to learning if it contains enough information for the receivers to acknowledge what they did right or wrong in their performances.

**Redesigning Teacher Evaluations**

Engaging teachers in the evaluation process is critical for improving their effectiveness. E. C. Smith et al. (2020) focused on the relationship between teachers'

instructional self-efficacy and feedback perceptions, concluding that the determining factors in the relationship are feedback specificity and perceived feedback value. Multiple studies throughout the United States have focused on teachers' perceptions of the teacher evaluation process, with many scholars concluding that teachers find the process ineffective (Close et al., 2020; Lejonberg et al., 2018; Mireles-Rios & Becchio, 2018; E. C. Smith et al., 2020; Vandermolen & Meyer-Looze, 2021). District and state leaders nationwide have redesigned teacher evaluation systems to provide high-quality feedback and increase student performance. A well-designed evaluation process (i.e., fair, usable, feasible, and accurate) with quality, evidence-based feedback, reflection opportunities, and district transparency about the overarching evaluation feedback process could be a way to improve teachers' feedback perceptions (Beck, 2016; Derrington & Martinez, 2019; W. Morris, 2019; Paufler & Clark, 2019; Wacha, 2013).

Student achievement and instructional practices would improve if feedback from the evaluation system addresses teachers' professional learning needs. The evaluation feedback process could impact a teacher's instructional practice and provide the information needed to enhance learning (Paufler & Clark, 2019; Seden & Svaricek, 2018). Understanding teachers' experiences using feedback to improve their instructional practice could indicate how to develop a feedback framework that principals could use to coach teachers in shifting their instructional practices. Paufler (2018) suggested that teachers' and principals' perceptions and experiences of the evaluation system have high-stakes consequences that remain unexamined and ignored at policy levels. Paufler et al. (2020) suggested that a strong evaluation climate at schools should include a shared

understanding of good teaching. Most teachers' perceptions of evaluations, professional community, and leadership correlated positively. The current study focused on K–8 teachers' perceptions of the role of administrator feedback in improving teacher instructional practices in the USVI.

**Background of the Teacher Evaluation System in USVI**

Before 2014, VIDE leaders evaluated teachers with a checklist. The evaluation process, which included two formal observations, focused on professional attire, teacher attendance, and the number of completed lesson plans. Like many evaluation systems in the USVI, classroom observations are the VIDE checklist's focal points. However, classroom observations may be subjective, potentially biased measures in need of reform to align with the VIDE priorities of student achievement, teacher and leader effectiveness, and improved school culture (Close et al., 2019; McMahon-Arnold, 2016). The VIDE teacher evaluation revisions included a comprehensive system for providing ongoing, consistent teacher feedback for improved instruction and individualized professional development (McMahon-Arnold, 2016).

VIDE officials organized a task force with local university members, labor leaders, teachers, school administrators, board members, state and district leaders, and representatives from two comprehensive centers to design an evaluation and feedback system. The goal of the task force was to improve employee effectiveness and student outcomes (McMahon-Arnold, 2016). The task force reviewed the teacher evaluation process, vetted evaluative instruments, and developed a new teacher evaluation system focused on professional growth and instructional practices, and then used Danielson's

(2013) framework for teaching to revise the VIDE teacher evaluation process. Additionally, the task force incorporated the framework into the teacher evaluation system, with the scoring rubrics as a means of improving teacher effectiveness through feedback and professional development (Derrington & Martinez, 2019).

In 2014, VIDE officials piloted a teacher evaluation system with a professional growth plan, observations with pre- and postconferences, and teacher portfolios. The current system requires school principals to provide teachers with evidence-based feedback. School principals receive training in offering instructional feedback and coaching teachers with the Danielson framework (McMahon-Arnold, 2016). The training's purpose is to support the principals in improving teachers' instructional practices. The teacher evaluation system has been in place for approximately 6 years and has undergone two revisions.

At the end of each school year, teachers and principals complete surveys on the evaluation system, providing data on the system's implementation and the changes needed to improve the process. In May 2016, through a VIDE request, Florida and the Islands Comprehensive Center professionals and McREL International researchers conducted focus groups with a sample of teachers and principals (McREL International & ETS, 2016). The professionals also administered a web-based survey to all teachers and administrators about the 2014–2015 pilot year and the full-year 2015–2016 implementation. Of the 1,089 teachers territory-wide, 329 responded to the survey, for a 30% response rate. The survey provided data on the teacher evaluation process and teachers' and principals' experiences. A disparity in perspectives emerged, as 50% of

teachers disagreed or strongly disagreed that the evaluation process provided meaningful performance feedback, and 88% of principals agreed or strongly agreed that the evaluation process provided meaningful performance feedback. Additionally, 67% of the teachers disagreed or strongly disagreed that they received more feedback about their teaching practices in the evaluation process (McREL International & ETS, 2016).

In 2018, McREL International and ETS found that principals had more favorable perceptions of the evaluation process than teachers, who were less likely to agree that the evaluation process provided meaningful feedback. Based on the survey data, the evaluation system has undergone revision over the years, resulting in fewer observations, professional growth plan goals, and meetings. The survey data did not indicate the number of components but showed disagreement about the meaningfulness of the feedback provided.

During the 2019–2020 school year and the COVID-19 pandemic, teacher evaluations abruptly ceased, and teachers received an alternate evaluation. At the beginning of the school year, VIDE leaders revised the teacher evaluation process by reducing the required number of components, such as observations (McMahon-Arnold, 2016). Due to changes in the education landscape, teachers could opt for observations virtually or in a hybrid setting. The COVID-19 pandemic impacted the evaluation process's feedback components, as teachers received minimal to no feedback on their instructional practices. Therefore, there are no data on principals' and teachers' perceptions of the teacher evaluation feedback process as a resource for improving teacher instructional practices in the VIDE.

**Features of Effective Feedback**

Several studies have aligned with and contributed to FIT, indicating feedback's far-reaching impact on human behavior. Drago-Severson and Blum-DeStefano (2014) agreed with DeNisi and Kluger (2000) that feedback is an essential educational component. Feedback involves the principal providing information about a teacher's performance or understanding; good feedback may improve instructional practices (Voerman et al., 2012). Gabelica and Popov (2020) indicated that high-quality, effective feedback includes specific, well-timed, regular, nonthreatening, and shared information. Teachers can use useful feedback to enhance their practices (Maslow & Kelley, 2012).

Teachers may perceive feedback as useful when educators deliver it effectively. In the growth feedback model, an evaluator meets individuals where they are developmentally so they can understand the feedback (Frkal, 2017). A postobservation conversation with feedback could support teacher practice and learning (Myung & Martinez, 2013). Feedback can significantly impact human behavior, motivation, learning, and goal orientation (Krenn et al., 2013). Drago-Severson and Blum-DeStefano (2014) suggested that focusing on growth could be a promising developmental approach to delivering and building on useful feedback. In the current study, FIT was the model used to indicate how principals can provide teachers with useful feedback to improve their instructional practices. According to FIT, effective feedback is task- and performance-focused and is delivered nonthreateningly (Kluger & DeNisi, 1996). Feedback should indicate how to improve performance, should not include information about others' performances, and should enable recipients to set feedback-aligned goals.

Feedback may be an instructional leadership tool to shift teacher practice. I used the FIT components for effective feedback to guide the study and develop the interview questions.

**Provide the Opportunity to Set Goals That Align With the Feedback**

Effective feedback focuses on tasks, appears nonthreatening, provides guidance for improving performance, and presents opportunities to create feedback-aligned goals. Krenn et al. (2013) defined a goal as a representation of the performance levels an individual should attain. Establishing a goal to inspire action toward achieving the goal is a self-directed skill (Francis et al., 2021). Goals are a means of evaluating actions, efforts, or discrepancies between goals and achievement. Francis et al. (2021) described goal setting as embracing the potential to improve self-determination skills. Krenn et al. observed that meeting targeted goals requires adjusting strategies or tactics because goal setting can impact the feedback's impact and presentation. Therefore, the evaluator should facilitate goal setting during the feedback cycle.

**Task- and Performance-Focused Feedback**

DeNisi and Kluger (2000) recommended delivering feedback focused on the task and performance rather than the person. Individuals providing effective feedback remove the person from the center and highlight the intended outcome, task, or performance. Feedback directing the receiver's attention beyond the task is less effective and more detrimental than feedback focused on the task (Jelley, 2021; Kluger & DeNisi, 1996). Teachers could use feedback from principals to improve their instructional practices. In evaluations, principals could focus on teachers' performances by presenting

nonthreatening feedback to the teachers' egos and providing information on improving and setting goals (DeNisi & Kluger, 2000). Principals can promote understanding while delivering feedback by meeting teachers in their instructional practices.

**Delivering the Feedback in a Nonthreatening Way**

Employee–employer interactions, including principal–teacher interactions, should include mutual respect. Effective feedback focused on teacher–student interactions and instructional practices could positively impact instructional practices (Balyer & Özcan, 2020). Green et al. (2017) explored how individuals reject feedback that does not align with their self-concept and sever relationships with feedback providers when possible. Individuals who feel threatened by feedback might not be motivated to improve; instead, their postfeedback performance could worsen (Green et al., 2017). Humans often become defensive when they perceive threats; therefore, teachers might find feedback threatening to their ideas of themselves and their professionalism (Kerbelyte, 2018). Such feedback can trigger fight-or-flight responses, and the teacher may become defensive due to individual insecurities, personality traits, or the principal's tone (Kerbelyte, 2018). According to FIT, teachers are likelier to shift their practices when principals deliver feedback nonthreateningly and focus on performance. However, feedback and teachers' beliefs in their professional identities may negatively impact instructional practices.

**Focusing on How the Individual Improves Performance Without Including Information About Others' Performances**

Feedback should motivate people to create goals based on their performance. Dalmia and Filiz-Ozbay (2021) analyzed how individuals changed their efforts based on

feedback that contained comparisons of their performance with others. Individuals invested more effort when they saw others succeed, a finding consistent with failure aversion. Negru (2009) found that negative feedback with comparisons to others adversely impacted mastery goal achievement. Accordingly, individuals who receive negative feedback might maintain or reduce their behavior standards; in contrast, those who receive positive feedback often raise their performance standards (Krenn et al., 2013).

**Feedback That Provides Information on How to Improve Performance**

Principals provide feedback to assist teachers in improving their instructional effectiveness. Proper feedback includes timely, specific guidance with instructional strategy examples (Cherasaro et al., 2015). According to Sinclair et al. (2020), real-time feedback is an effective means of changing teacher behavior within a context. Instructional effectiveness could correlate with evaluative feedback for teaching activities (E. C. Smith et al., 2020). Therefore, feedback should indicate how to improve performance and avoid errors (Bellman & Murray, 2018). Özdemir (2020) analyzed principal feedback on improving teacher practice and effectiveness. The findings showed that general feedback with instructional goals with no impact on teacher practice had the least effectiveness. The most effective feedback contained individualized and detailed information on how to improve instructional practices and follow-up monitoring. Özdemir informed the study's best feedback practices for improving instructional practices.

**Purpose of Teacher Evaluation Systems**

Teachers receive formal feedback on their instructional practice through teacher evaluation systems. Teacher evaluation systems may provide teachers with support in developing their instructional practices (Cherasaro et al., 2016). Maslow and Kelley (2012) referred to teacher evaluations as a crucial school feature. Teacher evaluations should align with standards and competencies for high-quality teaching (Looney, 2011). The national reform of teacher evaluation systems occurred due to the need for increased accountability and better instructional practices. The purpose of teacher evaluations is to measure effectiveness and improve performance (Basileo & Toth, 2019). Gilles (2017) indicated that teacher evaluation systems should have a professional growth strategy for improving teacher effectiveness and student learning.

High-quality teaching contributes to school and student success (Chetty et al., 2014); therefore, integrating teacher performance standards and measures with student learning standards is necessary (Looney, 2011). Principals can align instructional practices and student outcomes via the teacher evaluation process. The data from teacher evaluations could provide principals with information to improve instructional quality for students (Gelfer et al., 2015; Maslow & Kelley, 2012). Close et al. (2018) concluded that teacher evaluation systems have multiple measures with well-proportioned weights. The systems should provide data, such as formative feedback, to address weaknesses in student learning and teachers' professional development.

The evaluation process should include multiple measures to present a complete picture of high-quality teaching (Looney, 2011). Close et al. (2020) indicated that a

teacher evaluation system should include timely formative feedback, multiple student learning sources, and teacher–teacher or teacher–administrator collaboration. Through the evaluation process, teachers can benefit from opportunities to improve their instructional practices and academic success. Neilson (2014) focused on the relationship between teacher evaluations and student success and asserted that teacher evaluations show what students have learned and how educators know that students have learned it. Thus, the teacher evaluation process should include identifying the evaluation's purpose and aligning the process to that purpose (Maslow & Kelley, 2012).

Teachers should learn about the data collection for the evaluation process. Young et al. (2015) outlined three purposes for teacher evaluations: summative, formative, and organizational. A summative or accountability evaluation indicates how successfully teachers meet expectations. Teachers receive summative evaluations at the school year's end after the principal has completed the process and rated their progress (Kraft & Gilmour, 2016). Young et al. found that principals perceived teacher evaluations' summative purpose as assigning teacher performance ratings.

A formative evaluation occurs when a principal collects professional growth data on teachers' strengths and weaknesses. The formative evaluation is an ongoing process throughout the school year as principals provide teachers timely feedback and on-time support. Young et al. (2015) found that participating principals perceived the formative purpose of teacher evaluations as an opportunity to provide teachers with feedback on their practices.

The organizational evaluation addresses the systemic driving factors of the teacher evaluation for institutional accountability. Kraft et al. (2016) asserted that organizational contexts include teachers' working conditions and students' learning environments. A teacher evaluation process with an organizational purpose should include measures for promoting a positive school climate and culture. No single measure exists for capturing the full range of teacher performance, as each evaluation can provide different teacher performance data (Looney, 2011). As schools focus on accountability, there is an increasingly blurred line between formative, summative, and organizational purposes (Smith & Kubacka, 2017). The teacher evaluation process should align with high-quality teaching and student learning standards and provide timely feedback. According to Young et al. (2015), teacher evaluations typically have formative, summative, or organizational purposes.

**Teacher Effectiveness**

Teacher evaluations indicate the effectiveness of a teacher's instructional practice. Schweig (2022) suggested that school leaders can evaluate instructional effectiveness through classroom observations, teacher contributions, and student surveys. The VIDE evaluation model addresses teacher effectiveness with classroom observations and feedback cycles as the primary measures of teacher effectiveness. Effectiveness involves transforming educators by defining and applying the best practices (Z. Jones, 2019). The most effective teachers who impact student performance remain consistent in their instructional practices. However, teachers must positively perceive the feedback process

for it to impact student learning (Jacobson, 2018). Evaluation feedback should be a means of noting and encouraging consistent and effective instructional practices.

The teacher evaluation process could impact the effectiveness of instructional practices. Z. Jones (2019) indicated that aiding teachers and improving their teaching skills could improve student success, and feedback may support increased effectiveness. The evaluation system has changed to transform teachers' daily instruction. Principals deliver the teacher evaluation results in feedback cycles, and best practices contribute to teacher and student development. Appraisals are the cornerstone for effectiveness when combined with various models to measure and rate overall teacher performance (Doan et al., 2019). Various methods could provide a different perspective on teaching and instructional practices to support teacher effectiveness.

**Teacher Beliefs**

VIDE leaders surveyed teachers and administrators on the evaluation system. The results showed a staunch difference in teacher and principal perspectives on whether the system provided the feedback needed to shift instructional practices. According to Bräunling and Eichler (2015), teachers' beliefs include teaching style, content, and reasoning for using these in class. Kagan (2010) identified teacher beliefs as unconscious assumptions about students, classrooms, and the academic material used for teaching. Watt and Richardson (2015) suggested examining belief, which they defined as an influence based on interpretations, responses, or occurrences in a person's life. A belief is an analytical look at a person's mental attitudes, proposition statements, ideas, or facts. Additionally, a belief could be an individual conviction that does not need supporting

evidence. The researchers found that teachers based their beliefs on their professional attitudes toward teaching and learning.

Teachers might react negatively to principal feedback contrary to their beliefs or professional attitudes toward teaching and learning. Eisenbach (2012) indicated that teachers base instruction on prior classroom experiences, reflections, beliefs, observations, or students' needs. The beliefs teachers have formed throughout their professional practice could impact teaching quality. Also, the number of mandates can affect teachers' beliefs and cause discontent. Examining teachers' practices and reflecting on how to assist them without disturbing their beliefs could be a way to avoid hindering their positive beliefs (Eisenbach, 2012). OECD (2009) suggested that good instruction results from teacher beliefs and attitudes aligned with good teaching practices. Emotions, values, and beliefs can impact how a teacher develops a professional identity. According to FIT, negative or positive feedback with evidence of performance that enables teachers to reflect on their performance can contribute to learning. Feedback from the teacher evaluation process could affect teacher practice. Zembylas and Chubbuck (2018) found that teachers felt fearful and intimidated when others challenged their understanding of their professional selves. However, teachers created new perceptions or ideas when they continued the process in a space that enabled an honest exchange of emotions. Gradually, the teachers felt the reform efforts provided new growth and learning opportunities. The emotions triggered within the feedback process matter, as emotions impact beliefs and have a critical role in belief change (Aderet-German et al., 2021; Gill & Hardin, 2015). A teacher's emotional experience could affect decision making in the classroom and merit

constant consideration (Gill & Hardin, 2015). Teachers' beliefs matter, as they can affect instructional practices and professional identities.

**Teacher Perceptions of Feedback**

Teacher feedback includes written or verbal comments, advice, and praise from the principal. Some researchers have defined feedback as principal-provided information about a teacher's performance or understanding. While providing feedback, principals often refer to a teacher-developed goal to improve instructional practice (Voerman et al., 2012). The purpose of feedback is to assist teachers in improving their instructional practices, decision making, and instructional lesson completion (Y. Liu et al., 2019; Paufler et al., 2020; Sartain & Steinberg, 2021; Smith et al., 2020). Smith et al. (2020) indicated that evaluation feedback should be a means of motivating, prompting reflection, and increasing teachers' sense of self. Although it is useful to define feedback, it is also necessary to understand teachers' challenges with turning feedback into action.

Many teachers desire feedback during the evaluation process to determine how to grow in their professional practices. Paufler and Clark (2019) identified a movement to redesign and implement a fair, usable, feasible, and accurate evaluation system. However, there are many problems with feedback misaligned with teachers' needs, feedback delivery, bias, a lack of content knowledge, and power struggles. Some critics have suggested that these systems are teacher quality measures based on teaching credentials and mere observations. The evaluation system could contribute to instructional development if teachers receive effective and constructive feedback from their administrators.

**Principal's Role in Teacher Evaluation Systems**

In the United States, principals' teacher ratings and evaluations have predictive power over student achievement (Van der Steeg & Gerritsen, 2016). Principals are the evaluators in the teacher evaluation system because they provide feedback on instructional practices. Principals also influence teacher effectiveness through evaluation systems (Donaldson, 2013); thus, principal feedback within the teacher evaluation system could impact instructional practices. Teacher evaluations are high-stakes policies, as principals evaluate classroom instruction and provide feedback to teachers (Reid, 2017). High-stakes policies have resulted in state and district educational reforms to redevelop teacher evaluation systems. With newer evaluation rubrics, principals can differentiate between unsatisfactory, proficient, and distinguished teachers (Van der Steeg & Gerritsen, 2016).

Principals may facilitate the shift toward high-quality instruction in the teacher evaluation process by accurately rating teachers, fostering self-reflection, providing specific and actionable recommendations, and communicating feedback effectively (Kraft & Gilmour, 2016). As an instructional leader, a principal should understand the observable elements of quality instruction, have curriculum knowledge, and provide constructive feedback to improve teaching (Khachatryan, 2015; Tuytens & Devos, 2017). Principals could identify well-designed lessons and provide useful teacher feedback only with the requisite knowledge during classroom observations. Bradley-Levine et al. (2017) referred to teacher evaluations as one of the principal's most important responsibilities. However, teachers often question the reliability of the evaluation process due to factors

such as time, which can impact principals' opportunities to conduct a thorough evaluation, experience conducting evaluations, and training or content knowledge.

Kim and Lowery (2021) identified the school principal as the key stakeholder in teacher evaluations. Effective principals can move teachers beyond proficiency via meaningful observation-feedback cycles (Leggett & Smith, 2019). Principals who lack a content-specific understanding of the observed lessons can only provide feedback on general behaviors rather than content-specific pedagogy, resulting in inaccurate views of teacher performance (Maslow & Kelley, 2012). Without content-specific knowledge, a principal cannot effectively guide a teacher in dialogue or provide strategies or alternative approaches to improving instructional practices.

Most principal-led post observation conferences focus on noninstructional matters, such as student behaviors (Donaldson et al., 2016). Researchers found that principal feedback did not address instructional practices or indicate how to improve performance; thus, feedback intervention might not cause teachers to change their instructional practices (DeNisi & Kluger, 2000). Moayeri and Rahimiy (2019) concluded that reflective practices enable teachers to promote optimal learning conditions as they construct and reconstruct their beliefs and practices through self-reflection.

Teacher evaluation reform requires principals to build relationships and work with teachers to change classroom practices (Kraft & Gilmour, 2016). To do so, principals must spend more time in the role of instructional leader. In the VIDE teacher evaluation system, principals conduct two to three announced classroom observations with pre- and postconference meetings. Other requirements are to evaluate teachers' professional

growth plans and goals, attendance, and professional portfolios with artifacts. The willingness and ability to schedule and facilitate teacher evaluations vary widely and might be challenging for some principals (Donaldson et al., 2016). Kraft and Gilmour (2016) discussed how principals allocated their time before the revised teacher evaluation system, suggesting they devoted minimal effort to instructional leadership activities. Time constraints often cause principals to judge teachers based on limited instruction sampling (Donaldson & Papay, 2014). In the revised teacher evaluation program, principals must allow additional time to complete the process. Lochmiller (2016) suggested that principals who invest time into regular goal-oriented, focused feedback with modeling, inquiry, and praise could positively affect teacher instructional practices and student achievement.

Teacher evaluations are potential means of improving instruction quality, enhancing student learning, and providing feedback to support teachers and develop their instructional skills (Donaldson et al., 2016). Classroom walk-throughs and formal teacher evaluations are shifts from the punitive "gotcha" school climate to a culture of growth and excitement for teaching and learning (Bradley, 2014). There has been no evidence to suggest principals' indifference to providing negative feedback to teachers (Simon et al., 2021). Liu and Hallinger (2018) indicated that school leaders, especially principals, who motivate and support teachers' professional learning influence student learning.

**Federal Initiatives**

The transformation of teacher evaluation systems correlates with strong federal incentives (Hill & Grossman, 2013). Principals can replace antiquated evaluations with

little impact on observed teacher quality with improved evaluation systems, using scores as information sources to improve teacher instructional practice in feedback cycles. The NCLB impacted the federal government's role in K–12 education (Ladd, 2017) and teacher evaluations. According to the NCLB, a highly qualified teacher should have at least a bachelor's degree and knowledge in the instruction areas. Schools aligning with NCLB requirements provide students access to highly qualified teachers (Hufford, 2009). NCLB produced three decades of federal initiatives and accountability measures for educational practices at the national and state levels (Holloway & Brass, 2018).

Race to the Top (RTT) provides a pathway for state leaders to restructure their education systems and change teacher evaluation processes (U.S. Department of Education, 2009). The largest federal investment in education reform (Wright et al., 2018), RTT funds have contributed to systemic change, including the prioritization of teacher evaluation systems (Howell, 2015). RTT enables state and school leaders to develop practices for hiring and retaining highly qualified teachers. Value-added measures for teacher evaluations include student growth as a measure of teacher effectiveness (Weiss & Hess, 2015).

The 2015 ESSA was a reauthorization of the 1965 Elementary and Secondary Education Act, giving state and school district leaders more control over the design and implementation of assessment-based policies and systems (Close et al., 2018). ESSA also provided states leniency in accountability system implementation focused on student growth with the opportunity to change teacher evaluation systems. Thus, ESSA resulted

in less federal control over teacher evaluation and effectiveness definitions (Holloway, 2020; Mette et al., 2020).

ESSA Title II provided states and districts with funding for improving educator quality and effectiveness, increasing the number of educators effective in improving academic achievement, providing low-income and minority students with greater access to effective educators, and improving student achievement (Meibaum, 2016). Title II defined educators as teachers, principals, and other school leaders. Title II was a means of reforming educational systems aligned with local needs and preferences (Goe et al., 2017).

Principals are critical for school development and sustainability (Rigby, 2013). Principals' roles have continuously changed, from school administrators to middle-level managers to instructional leaders (Cosner et al., 2014; Sterret et al., 2018). Principals can impact what occurs in the classroom; thus, they also operate as instructional leaders (Rigby, 2013). As instructional leaders, principals provide professional development for teachers and supervise and evaluate classroom instruction (DiPaola & Hoy, 2014).

**Charlotte Danielson Framework for Teaching**

The VIDE task force used Danielson's (2015) framework for teaching to revise the teacher evaluation process. The framework for teaching provides a common language for practitioners with four teaching domains, 22 components, and 76 elements (Danielson, 2013, 2015; Hunt et al., 2016). Danielson intended the framework to provide state and district teaching standards for self-assessment, teacher preparation, recruitment and hiring, mentoring, peer coaching, supervision, and evaluation (Alvarez & Anderson-

Ketchmark., 2011). Teachers who use the framework for teaching for evaluation focus on the best teaching practices and teacher leadership opportunities (Hunzicker, 2017). Researchers have substantiated the framework's reliability, validity, and usefulness across content areas (N. D. Jones & Brownell, 2014).

Developed at the ETS, Danielson's (2015) framework for teachers is a guide for novice teachers to build their professional practices (S. Liu et al., 2019). The expanded framework includes an evaluator training program in which participants familiarize themselves with the teaching structure, identify evidence for each component, use the components' rubrics to align evidence, and collaborate with colleagues to calibrate their findings (Danielson, 2010). A common language and shared understanding of good teaching with a specific language for each component's performance level could contribute to professional interactions in which teachers strive to improve their practices (Danielson, 2015).

Principals could use Danielson's (2013) framework to evaluate teachers across an expertise and performance continuum that ranges from unsatisfactory to distinguished. With the framework, principals could collect and delineate evaluation evidence across four performance levels (i.e., unsatisfactory, basic, proficient, and distinguished) in the four domains (Steinberg & Sartain, 2015). The framework's culture and procedure could be the key to promoting professional learning. The framework for teaching provides a common language that principals and teachers can use to improve instructional practices; establish a shared understanding; and conduct structured professional conversations, self-assessments, and self-reflection on instructional practices.

The framework for teaching (Danielson, 2015) includes detailed rubrics that principals can use as a scoring guide (Lovison & Taylor, 2018). The rubric has clear, shared expectations and presents effective instructional practice. The uniformity of rating with rubrics enables consistent interpretations of teacher effectiveness (Wind et al., 2018). Elementary and secondary principals have supported using Danielson's detailed rubric and the framework for teaching to identify instructional excellence (Derrington & Campbell, 2018).

**Implications**

Understanding teachers' and principals' perceptions of the evaluation and feedback process as a resource for improving instructional practices could provide opportunities for professional development or a feedback framework for principals. This study suggests that teachers and principals do not perceive the evaluation feedback process as a resource for changing teacher practice. Such findings could indicate the need to restructure the teacher evaluation process to provide the feedback necessary to improve teacher practices. Additionally, school leaders could use the findings to develop professional development workshops to assist principals in delivering useful teacher feedback. School leaders could also use the findings to develop teacher workshops for implementing beneficial feedback. Each professional development session should include research on how understanding FIT factors could contribute to the evaluation process and improve instructional practices.

**Summary**

Teacher evaluations have undergone reform through federal initiatives to support high-quality teaching (Close et al., 2020). Principals take on instructional leadership roles in the revised evaluations to facilitate teachers' professional growth. Evaluation systems, such as Danielson's (2013) framework for teaching, require the evaluator to collect evidence and provide feedback for teacher reflection. Feedback can contribute to growth. When effectively delivered, feedback can enable teachers to change their instructional practices. This study addressed a practice gap regarding K–8 teachers' perspectives on the role of administrator feedback in the teacher evaluation process and improving instructional practices. Section 2 presents the study's methodology for understanding principals' and teachers' perceptions of feedback as a resource for improving instructional practices. The remaining sections present the proposed study's implementation, research design, participants, and data collection and analysis.

Section 2: The Methodology

This section presents the rationale for the qualitative approach, design, participants, data collection, data analysis, and ethical considerations. The study focused on K–8 teachers' perceptions of the influence of administrators' feedback in improving instructional practices in the USVI. The data included teachers' perspectives on their evaluation feedback. Evaluation feedback was the central interest of the study. Z. Jones (2019) suggested that an evaluation is a viable tool for measuring teacher performance and improving instruction.

## Rationale for Using Qualitative Methodology

Qualitative researchers respond to questions about particular experiences, their meaning, and the participants' perspectives (Hammerberg & Kirkman, 2016). The current qualitative study did not address data related to counting or measurements as would be appropriate in a quantitative study. Qualitative researchers often hold small-group discussions and investigate beliefs, attitudes, and concepts related to normative behaviors (Kamper & Thompson, 2022). The qualitative process includes surveys, in-depth interviews, focus groups, and personal perspectives. Qualitative scholars focus on and strive to find solutions to problems. Qualitative research contains nonnumerical data and a philosophical approach (Kamper & Thompson, 2022) and could include an interpretation attained by the researcher. The interpretive approach is a means of analyzing the influence of socially motivated language, shared meaning, consciousness, and language. In the current study, data analysis occurred with the respondents' interview transcripts.

Action research in the current study could contribute to the teachers' professional improvement (see Alarcón et al., 2022). Action research is a practical, participative, collaborative, emancipating, interpretative, and critical research approach (Dick, 2022). Action researchers seek creative and innovative solutions for problems. Qualitative research provides an understanding of a phenomenon through the participants' voices (Creswell, 2012). Kaasila and Lutovac (2015) stated that listening carefully to participants' stories enables researchers to learn how people construct meaning and make sense of their experiences. The basic qualitative research method was the best approach for capturing the teachers' perspectives on the usefulness of principal feedback in the current study. Data collection occurred through one-on-one interviews to address the practice gap of K–8 teachers' perspectives on the influence of administrator feedback on the teacher evaluation process and teacher instructional practices.

The participants were 10 K–8 teachers with various teaching experience in VIDE. I developed the interview questions based on the theoretical frameworks of FIT, Danielson's (2013) framework for teaching, and the literature. One-on-one interviews were the primary data sources, enabling the participants to provide information that I could not observe in detail (see Creswell, 2012).

I also considered narrative inquiry, phenomenology, grounded theory, ethnography, and case study designs. I rejected narrative inquiry because the study did not focus on an individual but on a group's story or experiences (see Creswell & Poth, 2018). A phenomenological study focuses on the common meaning of an experience for a group of individuals. I did not choose the phenomenological design because the study did

not focus on participants' lived experiences but on how the teachers used the principal's feedback. Grounded theorists produce a theory to explain a process, which did not align with the current study's purpose. The study's goal was not to develop a new theory but to determine teachers' perceptions of the usefulness of principal feedback. Creswell (2012) defined *ethnography* as the study of a culture's social aspect, indicating that a case study provides readers with a deeper understanding of a specific case. Upon consideration of the elements of each qualitative design, I determined the basic qualitative design and teacher interviews were the most suitable for this study.

## Participants

This study occurred in the USVI Department of Education, which includes two school districts with elementary, middle, junior high, secondary, vocational, and adult education schools. The teacher evaluation process had been in place for 5 years and had undergone two revisions. Approximately 1,100 teachers and 100 administrators work in the territory, including principals and assistant principals. The participating teachers represented a maximal variation sampling of K–8 teachers with various teaching experience, from 0 to 25 years, who had received principal feedback in the revised teacher evaluation system.

Maximal variation sampling is a technique in which the researcher purposefully samples participants with varying characteristics or traits (Creswell, 2008). In the current study, the participants had varying teaching experience. Diversity in the sample provided various perspectives, rich themes, and descriptors about principal feedback usefulness.

Typically, the fewer individuals or study sites in qualitative research, the more in-depth a picture the researcher can present (Creswell, 2012). I selected 10 K–8 teachers from a USVI district via purposeful random sampling. The participants were male or female teachers. In the district under study, approximately 300 K–8 schoolteachers had undergone evaluation in the revised system.

I submitted a research proposal application to the Office of Planning and Research Evaluation (PRE) for VIDE to access the participants. The application included descriptions of the study, participants, and the use of the data upon the study's completion. I also submitted a request to PRE for VIDE to interview the teachers. The superintendent, commissioner, and PRE director reviewed the application (see Appendix A) and approved the study (see Appendix B). I asked professionals from the district office for a list of 18 K–8 school teachers (six from each K–8 school) from the population of 300 K–8 school teachers who had completed the revised teacher evaluation process, and I kept the list confidential. Of the 18 teachers, I randomly selected 10 to participate. The participants' identities remained confidential to safeguard them from punitive measures.

After completing the required CITI training (see Appendix C) and receiving approval to complete this study from Walden University's Institutional Review Board (IRB 12-20-22-0400428), I sent an invitation to participate to 10 selected teachers via their school email addresses. In the introduction email, I introduced myself and presented the study's purpose, participant expectations, confidentiality, compensation, and contact information. The teachers responded within 5 days to address questions or concerns or confirm participation. If any of the 10 teachers had opted not to participate, I would have

contacted one or more of the remaining teachers on the district's list. The participating teachers scheduled their interviews after confirming their participation.

Trusting researcher–participant relationships are a component of successful research (Guillemin et al., 2018). I fostered working researcher–participant relationships by sending the participants the study's purpose, data use, and consent form via email. For confidentiality, I kept the consent form on a password-protected online drive. Guillemin et al. (2018) indicated that a researcher could build trusting researcher–participant relationships by clearly stating the study's purpose, importance, and consequences for not meeting expectations. Additionally, I explained my role and responsibility as the researcher in the invitation email and in person at the interviews. The participants received my telephone number and email address for additional questions or concerns.

This study enabled the participants to share their perceptions of the quality of administrator feedback and its influence on improving instructional practices. All participants' responses remained confidential. Confidentiality is essential for gathering valid data because the researcher's primary duty is to protect the participants (Palys & Lowman, 2006). The consent form addressed confidentiality, voluntary participation, participation risks, and the option to withdraw. The participants received alphanumeric identifiers (e.g., Blue A-21) for confidentiality. I encrypted the consent forms, identifier key, and interview transcripts with a password and kept the information secure in a password-protected file on a password-protected online drive. The data reporting occurred with the identifiers for confidentiality and participant protection from harm. The

research did not include the participants' identities in the interviews. I will destroy the data 5 years after publication.

The consent form's risks and benefits section provided information about possible participation risks, including feeling fatigued, irritated, or upset by the questions. The participants could have opted out of answering any question that might have caused them to feel upset or irritated. Additionally, the participants were able to request breaks at any time during their interviews. The participants could have also opted out of participating at any time without consequence. Had this happened, I would have invited another teacher from the district's list using the established protocol if any participants had withdrawn.

## Data Collection

Interviews enable a researcher to collect information on participants' feelings, interpretations, or reactions to a situation (Lodico et al., 2011). Data collection occurred with semistructured, one-on-one interviews with open-ended questions. The interviews provided information on the participants' perceptions of administrator feedback quality and the influence of administrator feedback on instructional practices. Qualitative interviews include open-ended questions without predetermined response options (Creswell, 2012). I also collected noninvasive data with demographic questions on teaching experience and years of participating in the new evaluation system.

The teachers who confirmed their participation scheduled their interviews via email and received Office365 calendar invitations as reminders of their interview appointments. The interviews occurred before or after the school day in agreed-upon, neutral, and quiet environments free of distractions that could have impacted accurate

data collection. The interviews occurred off campus in private locations convenient to both parties or virtually via Zoom and took place over 3 weeks.

Qualitative research enables a careful investigator to view the educational world intimately and gain a richer view through structured methods (Check & Schutt, 2017). The interviews occurred with a standardized interview protocol (see Appendix D). Per the standardized interview protocol, I began recording the interviews by introducing myself and the study's purpose, reminding the participants of the study's confidentiality, asking open-ended questions about the participants' feedback experiences, and recording the data (see Lodico et al., 2011). Each interview lasted 45 minutes to 1 hour.

## Systems for Tracking Data

I tracked the data using digital or Zoom recordings, an online drive, and a laptop computer. After each interview, I encrypted the recording with a password and emailed the digital file to my Walden University email address. I uploaded the emailed file into a password-protected OneDrive file until transcription. Verbatim transcription occurred in a Microsoft Word document within 48 hours of each interview. Coding of the transcripts occurred manually and electronically to find overarching themes and responses to the study's research questions. I scanned, password protected, and stored the manually coded transcripts in a secured OneDrive file. Also, I scanned the typed transcripts, password protected them with the appropriate participant identifier, and uploaded the files to the password-protected OneDrive file. After, I imported the interview transcripts into ATLAS.ti, a qualitative data analysis software program, to code for themes to answer this study's research questions. All coded files remained on a password-protected laptop.

**Access to Participants**

To gain access to the participants, I submitted a formal application to conduct research within the district to the PRE for VIDE. The application included descriptions of the research, participants, and data use upon completion. The study included teachers, requiring permission from the commissioner and PRE director to interview the teachers. There was no need to notify the principals because participant access was contingent on approval from the PRE director and commissioner. I also did not need the school principals' permission because the interviews occurred in a neutral location off campus or virtually.

Walden University IRB also provided approval to conduct this study. After receiving permission from VIDE PRE and Walden University's IRB, I contacted the district office and presented the introductory letter, research approval, and participant criteria. The district office provided a list of possible participants who met the selection criteria in the USVI district. From this list, I invited a maximal variation sampling of 10 K–8 teachers with varying teaching experience, from 0 to 25 years. The teachers received the invitation to participate via their school email addresses.

The teachers did not work in the district where I am the insular superintendent. The director emailed a list of 15 teachers and their email addresses, and I entered the names on the list into a randomizer to determine the 10 teachers to invite to participate. The 10 teachers received an introductory email from my Walden student email account providing details on the study, me as a doctoral candidate, and participation. I sent the

emails from my Walden email account to delineate my roles as an insular superintendent and a doctoral candidate.

The response times to the invitation varied. Each participant received a follow-up email within 3 to 4 days of the initial introductory email. Only five teachers accepted, and one declined. Therefore, I contacted the remaining three teachers on the original list of 18 to recruit additional participants. After multiple attempts to recruit participants, I sent a second email to the director of employee effectiveness to request additional prospective interview participants. The teachers on this list and the original list resulted in 10 participants for this study.

Interviews occurred with 10 K–8 teachers with 0–27 years of teaching experience. I conducted the interviews via Zoom with Otter.ai to transcribe the interviews. The participants received and reviewed the approved IRB consent form via email before their interviews. The interviews commenced after the participants confirmed they had completed and reviewed the consent form. Each interview occurred with a standard protocol. At the beginning of the interview, I introduced myself and established a connection and relationship with each participant. Next, I explained the interview process, discussed the confidentiality agreement, and indicated that they could withdraw at any time if there was any inclination of harm or discomfort. Last, I asked for their permission to start the recording process and begin the interview.

**Role of the Researcher**

I have worked as an elementary teacher, program manager, director, and deputy superintendent in the USVI. I work as one of two insular superintendents of schools in

VIDE. Seven years ago, I transitioned from a classroom teacher to the district program manager of professional development. My last year as an elementary teacher was the first full year of the new teacher evaluation system. My experience with the teacher evaluation system did not impact the study's data collection because my perspective was that of an elementary teacher. As the program manager for professional development, I trained teachers to complete the evaluation process. I supported teachers in crafting their SMART goals, determining their artifacts, and finalizing their portfolios. My role was to support the teachers in completing the process, not evaluate them. Three years ago, after revising the teacher evaluation process, district leaders hired an employee effectiveness system program manager to focus on the employee evaluation system, and I stopped providing support for the process. As the professional development director, I facilitated training for all staff, including teachers and administrators. Although a district administrator, I did not supervise principals or teachers.

I am one of two insular school superintendents in the USVI responsible for supervising the district's daily operations, principals, district directors, federal grants, schools, and academic services. In this role, I report to the VIDE commissioner of education, who oversees the department's policy development and system structure functions. I conduct a yearly summative evaluation of school principals in my current position. No data collected in this study were part of these evaluations.

Although K–8 teachers might know about my role in the district to support best practices, I do not supervise teachers. I have built trust with many teachers, as they can request my services for support in their instructional practices. Since the 2016–2017

school year, I have not assisted teachers or administrators with the teacher evaluation system. Due to my position and work in the district, I selected participants from a district where I have not worked. Therefore, I had no direct association with the participants regarding the evaluation system.

## Data Analysis

The study's theoretical framework was FIT (Kluger & DeNisi, 1996). The study included a thematic analysis of multiple perspectives gathered from the teacher interviews. After manually coding the interview transcripts, I formatted them for electronic coding. I printed all the interview transcripts, read them three times, and highlighted the data with different colors to identify codes, descriptions, and major themes as they emerged from the data.

Coding is the analytic art of capturing the interviewees' perceptions into units or themes. Saldaña (2021) suggested beginning analysis by manually coding and thoroughly readings the data while noting codes, topics, patterns, or themes. The first reading of the responses provided a general sense of the feedback within the data (see Creswell, 2012). In the second reading, the coding provided evidence from the data to address the research questions. The research questions focused on K–8 teachers' perspectives of administrator feedback quality and its influence on instructional practices. Creswell (2012) indicated that researchers conduct coding to make sense of the text. After dividing the data into segments and labeling them with codes, I examined the codes for redundancies before collapsing them into broader themes, highlighting all the codes in yellow.

The third reading of the responses occurred to identify emergent themes based on coding. Subsequently, I identified the themes to address the research questions. I included and highlighted the definitions of major themes based on the detailed data analysis.

An analysis of the multiple perspectives provided evidence for the major themes. I placed the data into a table formatted into three columns and rows aligned with the research questions. As per Saldaña (2021), the first column contained the participants' interview responses, the second column contained the preliminary codes that emerged during the interview transcription process and the third column contained the final codes in response to the research questions. The interview data underwent a review to check the findings and determine the emergent themes (see Creswell, 2012).

A secondary analysis of the major emergent themes occurred with ATLAS.ti qualitative data analysis software. The purpose of the secondary analysis was to determine the common themes potentially overlooked during manual coding. After coding the data and identifying the themes, ATLAS.ti was the software used to analyze the data for in-depth descriptions of the participants' perspectives (see Lodico et al., 2011).

**Procedure to Ensure Accuracy and Credibility**

In this qualitative study, member checking occurred to validate the findings' accuracy. Member checking occurred to researcher bias and confirm accuracy (see Birt et al., 2016; Creswell & Miller, 2000). The participants received copies of their interview transcripts to confirm the accuracy of their responses, provide input, clarify misconceptions, and expand on their interview answers.

**Procedure for Discrepant Cases**

Conflicting perspectives or discrepant cases could be outliers in qualitative research (Lodico et al., 2011). Per the major emergent themes, the data underwent review for coherence or conflicts (see Creswell & Miller, 2000). I reviewed conflicting perspectives or discrepant cases to determine their effects on the findings; if warranted, I presented them as examples of unique perceptions (see Lodico et al., 2011).

**Data Analysis Results**

The interviews occurred over 1 month, with each lasting an average of 30 minutes. The interview transcription initially occurred using Otter.ai; however, the transcripts lacked accuracy due to my and the participants' accents. Rev was the secondary avenue for transcription and produced transcripts with few errors. I corrected any errors related to pronunciation in the transcripts and sent the final transcripts to the participants for review. Then, I uploaded the transcripts into coding software. After reviewing both ATLAS.TI and MAXQDA, I determined that MAXQDA would better enable me to apply and align multiple layers of coding to the data collected. The transcripts underwent open and a priori coding to focus on the participants' perspectives of the feedback types and processes that positively impacted their instructional practice. I used the FIT (Kluger & DeNisi, 1996) and the two research questions to guide the findings in addressing a practice gap in K–8 teachers' perspectives on the role of administrator feedback in improving instructional practices.

RQ1: What are teachers' perceptions of the influence of administrator feedback on improving their instructional practices?

RQ2: What are teachers' perceptions of the quality of the feedback given by administrators?

Coding was a cyclical process that began by reading and rereading the transcripts to understand the participants' interview responses. I listened to the interview audio to immerse myself in the data, understand what the participants sought to relay in their responses, and ensure transcript accuracy. I documented my thoughts as the participants spoke during the interviews and reviewed the notes while synthesizing the data. Multiple rounds of open coding occurred. The open coding process involved categorizing each chunk of data to generate a list of open codes and highlighting words and phrases to pinpoint all possible themes within each transcript. I reviewed the transcripts to assign codes to the highlighted participant perceptions or beliefs expressed during the interviews. Afterward, I categorized and consolidated the codes into emerging themes illustrated by color families.

Saldaña (2021) indicated that coding and recoding include refining, conceptualizing, and abstracting the codes and categories from the data. For a priori coding, I analyzed the connections between the participant responses, the codes, and the study's conceptual framework. The features of effective feedback within FIT were the predefined codes. To align the data from this study with the conceptual framework, the review of the data began with open coding to categories with a priori coding of the key concepts of the conceptual framework (see Table 1).

**Table 1**

*Alignment of a Priori Coding Using Conceptual Framework to Open Codes and*

*Categories*

| Open code | Category | FIT construct |
|---|---|---|
| Informal<br>Formal<br>Content-specific<br>Vague<br>Full picture not seen<br>Walkthroughs<br>Influence | Draws connection between lesson and learning<br>Must prompt reflection<br>Feedback is clear and direct; Explicit<br>Informal and formal are valued; formal influences because it counts. | Task-and performance-focused feedback |
| Accountability<br>Provide evidence<br>Goals set<br>Gives direction and next steps | Explicit and actionable<br>Feedback only occurs for evaluation<br>Understanding of teacher intent and belief<br>System needs to change to have goals built from previous year and monitoring of goals | Goal-setting aligned to feedback |
| How is it given?<br>Type of feedback<br>Biased feedback<br>Quality | Build rapport and relationship<br>Nonbiased; focused on the task with evidence from observation<br>Consistency in the systemic approach to evaluation | Nonthreatening delivery of feedback |
| Beneficial<br>Inconsistencies<br>Reflection<br>Consistent | Focused on a skills and strategies that teacher needs<br>Feedback must be authentic and real-time; frequent | Focus on how the individual improves performance without including information about others' performances. |

| Open code | Category | FIT construct |
|---|---|---|
| Actionable | Modeling of practice and feedback | Provide information on how to improve performance. |
| Models | | |
| Real-time | Gives directions and next steps | |
| Frequency | | |
| Evaluation process | Feedback should be frequent and real-time | |
| | Provides resources that can be used to improve instructional practice | |

I used the FIT's overarching constructs to dissect the participant responses. Also, I identified excerpts that aligned with the a priori codes. MAXDA software was the means of organizing the transcripts by a priori codes and research questions. I generated a Microsoft Excel spreadsheet and reviewed the excerpts to ensure the alignment between the a priori codes and research questions. I reviewed and organized the excerpts based on the color category, assigning each direct quote an a priori code (see Table 2). Table 2 shows an example of using the overarching constructs of the FIT model as a priori codes with a participant quote.

**Table 2**

*Sample A Priori Coding Using Conceptual Framework for Participants*

| A priori code | Participant | Sample quote |
|---|---|---|
| Task- and performance-focused feedback | Black-DoLL07 | "Next time, why don't you do this strategy instead? So it will impact, then able to make changes around the classroom." |
| Goal-setting aligned to feedback | Red-WaRts15 | "I had an observation and based on my feedback that I receive, it was easy for me to implement that feedback into my lesson planning so that I can achieve that goal." |
| Nonthreatening delivery of feedback | Teal-BuG 11 | "It was compelling because the way it was delivered; it was very brash." |
| Focus on how the individual improves performance without including information about others' performances. | Yellow-CaR01 | "I feel the feedback can be biased depending on how the administrator feels about that teacher." |
| Provide information on how to improve performance. | Orange-BirD03 | She provided feedback and she gave me examples or suggestions on how to bump up the lesson, how to take it to that next level. |

Two themes emerged from the analysis of the interview transcripts. The themes provided answers to the research questions. I substantiated the themes with excerpts as evidence in a descriptive narrative of the findings. Each research question had one theme that aligned with the FIT construct that feedback should focus on the task; provide opportunities for goal-setting and actions aligned with the feedback; and provide objective, timely, and explicit details about the task to motivate teachers to improve their instructional practice. Table 3 provides an overview of the alignment of the research questions, interview questions, resulting categories, and themes.

**Table 3**

*Research Questions to Interview Questions to Categories to Themes*

| Research question | Interview question | Category | Theme |
|---|---|---|---|
| RQ1: What are teachers' perceptions of the influence of administrator feedback on improving their instructional practices? | 1. What is your perception of the feedback that is provided as part of the teacher evaluation system? Describe the type of feedback you need from VIDE's teacher evaluation system to improve your instructional practice.<br>3. Describe a situation when the VIDE's teacher evaluation system impacted your instructional practice.<br>4. How does the teacher evaluation system impact your instructional practice?<br>5. What part of the VIDE's teacher evaluation system do you perceive as most beneficial to improving your instructional practice? Why?<br>6. How would you describe the feedback delivered in this situation?<br>7. What made the feedback in this situation compelling and memorable? | 1. Draws connection between lesson and learning.<br>2. Gives directions & next steps<br>3. Feedback is clear and direct; explicit Provides resources that can be used to improve instructional practice<br>4. Feedback should be frequent and real-time<br>5. Informal and formal are valued; formal influences because it counts.<br>6. Consistency in the systemic approach to evaluation<br>7. System needs to change to have goals built from previous year and monitoring of goals | Educators perceive that administrator feedback must focus on the task and provide the opportunity to set goals and actions that align with the feedback. |

| Research question | Interview question | Category | Theme |
|---|---|---|---|
| RQ2: What are teachers' perceptions of the quality of the feedback given by administrators? | 1. How does VIDE's teacher evaluation system impact your classroom instruction? If it does not, why?<br>2. Describe how you use the feedback to adjust your teaching practices. Was it actionable? If you do not, why?<br>3. Explain how your evaluations reflected on your instructional practice. If it does not, why?<br>4. Describe how you use the feedback to adjust student learning experience in the classroom. If you do not, why?<br>5. Does feedback delivered informally or formally influence change in your instructional practice? Explain further.<br>6. Where in the evaluation process do you receive the most influential feedback? (coaching, walkthroughs, formal observation, etc.)<br>7. What changes would you make to the teacher evaluation system regarding improving the quality of the feedback regarding instructional practices? Why? | 1. Explicit and actionable<br>2. Must prompt reflection<br>3. Consistent<br>4. Nonbiased; focused on the task with evidence from observation<br>5. Feedback must be Authentic and real-time; frequent<br>6. Build rapport and relationship<br>7. Understanding of teacher intent and belief<br>8. Feedback only occurs for evaluation<br>9. Focused on a skills and strategies that teacher needs<br>10. Modeling of practice and feedback | Educators perceive that administrator feedback should be objective, timely, and provide explicit details about the task that motivates them to improve their instructional practice. |

| Research question | Interview question | Category | Theme |
|---|---|---|---|
| | 8. Is there anything else you would like to say about VIDE's teacher evaluation system? | | |

## Findings for Research Question 1

What are teachers' perceptions of the influence of administrator feedback in improving their instructional practices? Analysis of seven interview questions resulted in codes and categories synthesized into one theme. The participants believed that administrator feedback should focus on the task and provide the opportunity to set goals and actions aligned with the feedback. The participants responded to interview questions on the impact of administrator feedback in the VIDE teacher evaluation process. In addition, the participants described how administrators provided feedback in the evaluation process, how they used it, and its impact on their instructional practices.

The participants shared their perceptions of effective feedback for improving their instructional practices. Feedback, whether positive or negative, impacted their practice and classroom instruction. The participants explained that feedback should focus on the task and connect with the observation and the change needed. Red-WaRts15 stated, "I had an observation, and based on my feedback, it was easy for me to implement [it] into my lesson planning so I [could] achieve that goal." White-BaTs06 said,

> I remember a time I was teaching a lesson with vertical and horizontal lines, [and] I didn't emphasize the vertical line. Through the feedback, I was told it would be better to expose [the students] to the two lines, so they'll know how to tell the

difference. I did it one way first because the students grasped concepts. I was

keeping [my original strategy] but tried [the feedback] with another class as well.

Brown-LeMon05, Black-DoLL07, White-BaTs06, Teal-BuG 11, Orange-BirD03,

Blue-LiMe09, and Pink-PiGs10 reported that their administrators provided feedback in

post observation conferences by pinpointing opportunities for growth from the observed

lessons and providing examples of how to improve the lessons. All the participants

reported they could use the feedback to improve the lesson so students could better

understand the content.

The participants described the need for consistent walkthroughs and real-time,

explicit feedback with directions and next steps. Purple-Souj12 stated,

As professionals, whether veterans or new teachers, I feel like the principals doing

more observations and more formal observations would be beneficial. [Principals]

wouldn't just come in to see one lesson I've worked on for them to see; they

would actually get to see teaching in real-time often. [Teachers wouldn't] be able

to hide as much, [and principals] would actually get to see teaching in real-time

often.

Blue-LiMe09 said, "It's more the consistency of implementing the evaluation process

[that's important]. So, [teachers need] the follow-ups of the principals on the certain

things that they should be improving."

Most participants considered informal feedback useful; however, they found

formal feedback measured on an evaluation more impactful. Red-WaRts15 said,

Formally and informally, both [informal and formal feedback] has been helpful to me because I'm the kind of person [who] wants to hear the news right away so I can know how to go about it. I don't like to leave things in my mind, '[thinking], "Oh my gosh, how did I do?"

I try to talk with my immediate principal, and they are often willing to stand by just to provide that feedback, not even just for me but for everyone within my school. That's helpful. Then we receive the formal evaluation, and it's pretty helpful. It's more in detail.

The participants also described situations when they found VIDE's teacher evaluation system impactful and compelling for instructional practice. Each participant highlighted the type of feedback needed and defined explicit feedback. Pink-PiGs10 stated,

I feel that the feedback, in general, that needs to be provided is instructional-based feedback. I feel that our administrator needs to be well-versed, not only with instructional practices but [also with] what the quality of instruction looks [like] per subject area.

Yellow-CaR01 stated, "If you know a teacher [has] basic [proficiency], give feedback to help the teacher become proficient. If you know they are proficient, give tangible feedback to help them move to distinguished [proficiency]." Brown-LeMon05 said,

I need feedback that would [tell me] If I'm doing something wrong or not doing it the best way. [I] like feedback that's practical, that I can use. Maybe a

demonstration, something that will show me what it is I need to improve or how to improve.

Teal-BuG 11 said, "I would like for the feedback to be—and I am only speaking from my perspective—more real."

The purpose of this basic qualitative study was to explore the influence of administrator feedback from the teacher evaluation system in improving teacher instructional practice. The participants believed the feedback should provide resources to improve their instructional practices. The participants also believed school administrators should consistently approach evaluation because they had a vital role in providing feedback. All the participants considered the post observation conference the most influential because administrators discussed what they observed in the classroom; the feedback focused on what occurred, what the teachers did, and what they should have done. As a result of the participant responses, I synthesized that the response to RQ1 was that teachers perceived that feedback should focus on the task and provide the opportunity to set goals and actions aligned with the feedback. The following section focuses on the results for RQ2.

**Findings for Research Question 2**

What are teachers' perceptions of the quality of the feedback given by administrators? Analysis of eight interview questions resulted in codes and categories synthesized into one theme. The participants wanted objective and timely administrator feedback with explicit details about the task to motivate them to improve their instructional practices. The interview questions focused on the quality of the feedback

provided by administrators in the VIDE teacher evaluation process. The participants

described the feedback given within the teacher evaluation process and the nuances that

impacted their instructional practices. The theme synthesized in response to RQ2 focused

on the teachers' perspectives on the quality of the administrator feedback.

Most participants indicated that feedback should cause reflection, where teachers

learn where they need improvement. Teal-BuG 11 said,

In my third year of teaching, I was told I didn't meet the criteria for the level of

questions, meaning the questions I asked were not open-ended. That gave me a

chance [to improve]. I took that [feedback], and I went back, so the next time they

came back, I was more prepared to do more open-ended questions and not feed or

lead the students, giving them an opportunity to expand more. [The feedback]

helped me to say, "Okay, I'm feeding them the questions that I want because I'm

guiding them to get the answers I'm expecting."

Now when I ask questions, it's more about the students. [I think], "Okay,

well, how can I fix that? What do I need? How do I let [the students] take

charge?" I give [students] a question, and they take charge of the direction. I'm

just there as a guide, not [like], "Okay, one plus one is two" and those types of

questions. It's more like, "Okay, how do we figure this out?"

Orange-BirD03 stated,

I think, sometimes, when you're in the classroom, and it's you and your students,

you're going through your motions [with the] things that you do, and you think

it's working. I think when somebody else has an opportunity to see it, they can see

it from a different lens, and they're able to have that conversation, and you're like, "You know what? I never really thought about it like that, or I didn't see it that way."

It's always different when you are observing [because] you're able to see more. That person doing the observation can oftentimes see things that the person that's there [doesn't]. As teachers, [some things] become rote, and we just do it. But when somebody else is able to see it and maybe mention it to you or talk to you about it, you're like, "Wow, I didn't realize that that was what was happening."

Yellow-CaR01 stated, "[The observation] forces you to see what you're doing wrong and how you can improve because [administrators are] coming to evaluate you." Purple-Souj12 spoke about a shift in instructional practice that resulted from administrator feedback: "Groupings are one of the things that I've tried to do based on the feedback." White-BaTs06 said, "Through the feedback, I was told it would be better to expose [the students] to the two lines so they'll know how to tell the difference." Pink- PiGs10 stated,

Once you've taught the lesson, the course observation becomes crucial because now it's a reflection, and that's where the improvement comes in. You could plan a lesson and preplan, but until you're writing a postobservation, you see where the lesson changed [or] went left, what you envisioned didn't happen, [and] why it didn't happen. So, the [postobservation], I would rate [at] the top because that reflection portion is [the] most important for improving my practice.

The participants wanted consistent, unbiased, frequent, and rapport- and relationship-based administrator feedback that focused on the task with evidence from observations. Red-WaRts15 said, "I had an observation, and based on my feedback, it was easy for me to implement that feedback into my lesson planning so I could achieve that goal." Teal-BuG 11 wanted "more consistent feedback and more relatable to teachers."

Yellow-CaR01 discussed bias in feedback:

I feel the feedback can be biased depending on how the administrator feels about that teacher. I feel that the principals need to separate friendship from what a teacher is doing and actually look at what they're doing and be objective. Even if you don't like Teacher Becky because she's very loud and boisterous, you are seeing that she's basically following a grade based on the rubric that was provided in the system as opposed to how [you] feel the teacher is.

Orange-BirD03 stated, "I feel like [the feedback is] sometimes fragmented. [It's] just checking boxes and not capturing the whole essence of what was observed." Brown-LeMon05 suggested "feedback that's practical, that I can use. Maybe a demonstration, something that will show me what it is that I need to improve or how to improve." Blue-LiMe09 shared the importance of evidence and relationships for feedback:

I have to first evaluate myself as a teacher, and then the principal will provide evidence as well [of] what they have observed in my classes. [The feedback] should be an agreement between two parties. [The feedback should] agree with

what my administrator has observed during the classroom observation and also my opinion.

> There was a time I was rated, not observed, on a certain aspect. I actually gave evidence to my administrator that I did a certain activity that I [thought] met this certain criterion. And she said, "Oh yeah, I remember." [The feedback process should be] a two-way evaluation. [When] they ask me to evaluate myself first and they also give their observations, it's a win-win.

Purple-Souj12 also stated that,

> I think the administrators [should] get the opportunities to go in [and observe] informally because if you do it more frequently, it becomes a habit. You get accustomed to receiving feedback. You get to have that conversation about what could be done better, [and] what's working really well. You get to see it from a different perspective. To me, having [feedback] more frequently allows for real growth and change.

Orange-BirD03 said,

> I think [I want] more frequent feedback. I like the structure of the walkthroughs that have happened recently. [I suggest] more of those. I think that type of feedback where it's timely, it's direct, [and] it's happening right then and there [is necessary].

This basic qualitative study focused on the influence of administrator feedback in the teacher evaluation system in improving instructional practices. Six participants described high-quality administrator feedback as actionable and explicit. Eight

participants indicated feedback should focus on skills, strategies, and teachers' needs. The participants also indicated feedback should align with the teacher's belief. Two themes emerged to address the two research questions: (a) educators perceived that administrator feedback should focus on the task and provide the opportunity to set goals and actions that align with the feedback and (b) educators perceived that administrator feedback should be objective and timely, with explicit details about the task to motivate teachers to improve their instructional practices.

## Evidence of Quality

Qualitative research has various data validation strategies, such as triangulation, member checking, and peer reviews. According to Creswell and Miller (2000), two perspectives could determine a study's validity: the researcher or the participants. Researchers select a lens to validate the data and paradigm assumptions based on the avenue taken for the research. After the selection of a lens, the validation of the data and paradigm assumptions become contingent upon the intent of the research. The researcher uses the lens as a means of analysis or framework for interpretation of the data quality in alignment with the research structure. For this study, member checking was the technique selected to validate the data and establish credibility. The interviews occurred with a standard protocol and in the same manner each time for consistency in data collection, and each participant answered the same questions in the same order. I probed as needed to expand on the participant responses. Although interview transcription occurred through Otter.ai immediately after each interview, I subsequently used Rev to transcribe the recordings more accurately. Multiple reviews of the audio recordings enabled accuracy in

transcriptions (see Creswell & Creswell, 2018). The data remained on my password-protected laptop with identifiers to protect the participants' identities. Additionally, I used field notes, member checking, and triangulation to ensure evidence of quality findings.

**Researcher Field Notes**

Throughout the interviews, I recorded thoughts, feelings, and insights from each interview question as the participants responded. Qualitative field notes are an essential component of rigorous qualitative research (Phillippi & Lauderdale, 2018). I took field notes to record what I noticed during the interviews. As I listened to the participants, thoughts emerged regarding the influence and quality of administrator feedback. I did not record the field notes within the participant transcripts but included them during open coding. During the data collection process, my field notes encapsulated various elements of the participant interview, including terms such as bias, clarity, and consistency that emerged as I attentively listened to the participants. These notes not only documented the participants' emotional expressions conveyed through their tone while responding to specific questions but also served as foundational open codes employed during the subsequent data analysis stage.

**Member Checking and Triangulation**

Creswell and Creswell (2018) suggested using multiple validation strategies to determine the accuracy of the findings. I achieved accuracy in this study via member checking and triangulation. Triangulation involved reviewing the interview transcripts, conceptual framework, and field notes to validate themes and categories (Creswell &

Miller, 2000). I used the key concepts from the conceptual framework to code the data. Afterward, I reviewed the data for additional codes.

In member checking, the participants review the data and interpretations to verify the credibility of their information and narrative account (Creswell & Miller, 2000). Member checking, which involves returning an interview or analyzed data to a participant, is a means to validate, verify, and assess the trustworthiness of the qualitative results (Birt et al., 2016). Each participant received a copy of the interview transcript via email to review and confirm to reduce researcher bias (Birt et al., 2016). The participants had 5 days to review their transcripts and edit them as needed. I provided my contact information and expressed willingness to discuss the transcripts and findings and clarify concerns. No participant required changes or chose to meet to review findings.

**Conclusion**

This study focused on K–8 teachers' perceptions of the influence of administrators' feedback in improving instructional practices in the USVI. The intent of this study was to answer two research questions. RQ1 focused on teachers' perceptions of the influence of administrator feedback on instructional practices, while RQ2 explored teachers' perspectives on the quality of feedback given by administrators. The coding of the participant responses occurred through the FIT by Kluger and DeNisi (1996), the primary conceptual framework of this study. Feedback intervention focuses on the information an external agent provides about a performed task. The FIT addresses the far-reaching impact of feedback on human behavior.

The literature review included a broader perspective on teacher evaluations and their impact on instructional practices. A well-designed evaluation process (i.e., fair, usable, feasible, and accurate) that provides quality, evidence-based feedback with opportunities for reflection and district transparency about the overarching evaluation feedback process could be a way to improve teachers' feedback perceptions (Beck, 2016; Derrington & Martinez, 2019; W. Morris, 2019; Paufler & Clark, 2019; Wacha, 2013). The literature review showed that feedback could be an instructional leadership tool to shift teacher practice. As such, I used the FIT components for effective feedback to develop the interview questions.

With a standard protocol, 10 K–8 educators responded to open-ended questions via Zoom interviews. Section 2 presented the study's methodology, participant selection, data collection and analysis, and responses to the two research questions. Multiple rounds of open and a priori coding occurred to synthesize codes and categories into each research question. Each research question had one theme. The theme that emerged for RQ1 was that educators perceived that administrator feedback must focus on the task and provide the opportunity to set goals and actions that align with the feedback. The RQ2 theme was that educators perceived that administrator feedback should be objective and timely, with explicit details about the task to motivate teachers to improve their instructional practice. Examination of the themes resulted in a two-pronged approach and a new feedback model with professional development that includes job-embedded coaching and modeling.

**Project Deliverable**

Based on the findings and conceptual framework, I developed a feedback model with professional development and job-embedded coaching and modeling (see Appendix E). The project is a 3-day professional development for district and school administrators in implementing the feedback model to improve teachers' instructional practices. The feedback model aligns with the themes that emerged from the participant responses. The model includes the key concepts of Kluger and DeNisi's (1996) FIT, with a focus on task and delivery. The new feedback model includes goal-setting; capturing a complete picture of instructional practice; and providing frequent, explicit feedback as expressed by the participants. Section 3 presents the project, its rationale, a literature review, and the project evaluation. The section addresses social change implications and the project's importance for local stakeholders and the broader community.

Section 3: The Project

The purpose of this basic qualitative study was to explore the influence of administrator feedback from the teacher evaluation system in improving teacher instructional practice. Interviews occurred with 10 K–8 teachers with varying experience, ranging from 0 to 27 years, with a standard interview protocol via Zoom. Transcripts underwent open and a priori coding to focus on the participants' perspectives on the feedback types and processes that could positively impact instructional practice. Two research questions and the FIT by Kluger and DeNisi (1996) were the means of guiding the findings to address a practice gap. The practice gap was K–8 teachers' perspectives on the role of administrator feedback in improving instructional practices. The identification of the study's themes led in a two-pronged approach to introducing a new feedback model through professional development that includes job-embedded coaching and modeling. The feedback model aligned with the themes that emerged from the participants' responses and includes the key concepts of Kluger and DeNisi's FIT with a focus on task and delivery. The project involves a 3-day professional development showing how administrators could implement the feedback model to improve teachers' instructional practices and includes coaching for district and school administrators.

This section presents the rationale for developing a professional development project for school and district administrators. There is a review of the literature related to adult learning theories, professional development, coaching and modeling, and evaluation. The project description includes the role of the facilitator, resources needed, extant supports, potential barriers and solutions, and an implementation plan. The goal of

the project is to train administrators to provide feedback to improve teachers'

instructional practices. Additionally, the section presents the project's social change

implications and shows the importance of the project to local stakeholders and the

broader community.

## Rationale

This study included an exploration of K–8 teachers' perceptions of the influence

of administrators' feedback on improving instructional practices in the USVI. In this

qualitative study, the practice gap addressed was the role of administrator feedback in the

teacher evaluation process and improving instructional practice. The goal of the study

was to answer two research questions. RQ1 was the following: What are teachers'

perceptions of the influence of administrator feedback on improving their instructional

practices? RQ2 was the following: What are teachers' perceptions of the quality of the

feedback given by administrators? Two themes emerged from the analysis of the

interview transcripts. The themes provided a response to each research question that

resulted from the transcript coding and analysis.

The theme that emerged in response to RQ1 was that educators perceived that

administrator feedback must focus on the task and provide the opportunity to set goals

and actions aligned with the feedback. The theme in response to RQ2 was that educators

perceived that administrator feedback should be objective and timely, with explicit details

about the task to motivate them to improve their instructional practices. I substantiated

the themes with transcript excerpts and a descriptive narrative of the findings. This study

indicated the need to train administrators in providing feedback to promote change in

teachers' instructional practices; the inability to deliver quality and influential feedback could hinder teachers' professional growth. Therefore, based on the findings and conceptual framework, this study included a project to introduce a feedback model through a 3-day professional development that includes follow-up, job-embedded coaching; observations; and feedback cycles for modeling. The feedback model includes the key concepts of Kluger and DeNisi's (1996) FIT with a focus on task and delivery, goal setting, a complete picture of instructional practice, and frequent explicit feedback.

Principals have received training in the Danielson rubric for teacher evaluation; however, they may need further training in providing feedback to impact teachers' practices based on interview data. Based on the interview data, I concluded that although principals have received training in the Danielson rubric for teacher evaluation, there is a potential need for additional training to provide feedback that can impact teachers' instructional practices. The training received focused on collecting evidence and determining teacher ratings and consisted of videos and optional recalibration training on the evaluation system's rubric. The professional development for administrators in this study aligned with the themes that emerged from the participants' responses focusing on enhancing administrators' feedback skills could lead to more meaningful and actionable support for teachers, bridging the gap between rubric proficiency and practical guidance for improvement.

The 3-day professional development in this study could show administrators how to provide quality and influential feedback to prompt a change in instructional practices. Professional development opportunities can be a means of building instructional leaders'

capacity via case studies, targeted objectives, and practice through case review. As the facilitator of the professional development, I used the literature review of research articles and case studies to develop strategies for the feedback model. Job-embedded coaching, feedback cycles, and modeling will occur after the professional development.

The job-embedded coaching after professional development could provide learners with opportunities to put their learning into practice and receive real-time implementation support. As the facilitator of this learning opportunity, I will follow up with the principals and coach them on-site in providing teacher feedback, modeling the feedback they could provide to teachers after a collaborative walkthrough. This 3-day professional development with job-embedded coaching and modeling could provide principals with the knowledge and steps to share feedback to impact teachers' instructional practices. Explicit, timely, objective, and consistent feedback from principals could motivate teachers to change their instructional practices.

## Review of the Literature

This literature review includes the areas critical to the project. The proposed project is a 3-day professional development with job-embedded coaching and modeling to provide principals with the knowledge and steps to share feedback to change teachers' instructional practices. This review provides a broader perspective on adult learning, professional development, and job-embedded coaching practices and their impact on changing adult practices. A comprehensive literature search occurred using the following databases: Education Source, Academic Search Complete, ERIC, Primary Search, Sociology Database, Research Starters – Education, SocINDEX with Full Text, ProQuest

Central, and Google Scholar. The search for peer-reviewed articles within the last 5 years

and studies on these databases included the keywords of *adult learning theory*, *how*

*adults learn*, *adult learning ability*, *adult learning process*, *feedback models*, *professional*

*development*, *job-embedded coaching*, *instructional leadership*, *professional development*

*for principals*, *coaching for principals*, *modeling*, *modeling in job-embedded coaching*,

and *modeling for adult learners*. I downloaded articles as materials to use for professional

development. Although I narrowed the initial findings to resources published within the

past 5 years, I also used older resources for historical context.

**Principal as a Learner**

Professional development has an important role in principals' instructional

leadership practice. Beattie (2002) presented a holistic view of educational leadership by

positing that leaders and learners should possess self-knowledge, continuous learning,

and the capacity for critical and creative thought. Thessin and Louis (2020) indicated that

principals could benefit from ongoing, intensive, school-based, professional learning to

improve their instructional leadership practice. Like teachers, principals need ongoing

learning opportunities and support to build their instructional leadership capacity.

Therefore, professional development could contribute to principals' instructional

leadership practices. The purpose of this project was for principals to learn how to use a

feedback model to develop quality feedback and impact teachers' instructional practices.

I developed the project with adult learning theories, with the principal as the focal learner.

School districts should focus on the conditions that enable principals to develop

and grow (Micheaux & Parvin, 2018). A supportive school culture for principal growth

requires knowledge of how adults learn and apply their learning. Adults learn differently from children, usually learning by doing (Burns, 2020; Kidd, 1973; Knox, 1974; Loeng, 2020; Purwati et al., 2022). Allen et al. (2022) argued that leadership development programs should systematically include adult learning theories.

The professional development and job-embedded coaching included aspects from three major theories: andragogy, self-directed learning, and sensemaking. I used the FIT (Kluger & DeNisi, 1996) to develop the professional development and structure of the job-embedded coaching. The development of the professional development project occurred based on the findings indicating the need for a change in leadership practice. Diep et al. (2019) noted that the instructional design for adult learners should address their needs for enhanced achievement and self-empowerment. In the current study, the goal was for the professional development to resonate with the principals. Andragogy, the art and science of helping adults learn, has four principles: (a) adults need to know why they need to learn something, (b) adults learn through experiences, (c) adults learn topics they consider relevant, and (d) adults are problem solvers (Clardy, 2005; Hartree, 1984; Klapan, 2002; Machynska & Boiko, 2020; McClain, 2019). Therefore, the professional development included activities in which the principals could actively learn something new by synthesizing information and learning. Additionally, the incorporation of one-on-one coaching emphasizes the key principles of andragogy of learner autonomy, self-directedness, and individualized support. The individualized needs and experiences of adult learners are recognized and a prescription developed that facilitates their growth and development in alignment with how adults learn. Increasing competence and solving

problems are why adults learn (Machynska & Boiko, 2020). The goal of the project was for principals to learn a new way of providing teacher feedback. The constructs of andragogy and three other theories contributed to information retention, content, and application.

Principals are the leaders of their buildings and should recognize the need for growth in their academic settings. Principals could identify their learning needs, goals, and resources and take responsibility for their learning through self-directed learning (Loeng, 2020; T. H. Morris, 2019). While reflecting on their practices, principals should have a sense of self to determine the areas requiring support. In a learning opportunity, adults need the opportunity to conduct a self-assessment and recognize their growth through varied options for evidence of success (Charokar & Dulloo, 2022). Principals had one-on-one opportunities to reflect on improving their instructional leadership practices in the coaching sessions in this professional development. Chang (2019) noted that purposefully designed reflection embedded in various activities contributes to adult student learning. Mind-warmer and reflection activities in the professional development were a means of prompting the principals to reflect on their leadership practices.

A shift from agent to theorist in sensemaking was part of the activities in which principals reviewed relevant experiences, engaged in walkthroughs, watched videos, and read articles to theorize situational changes and conceptualize feedback (Turner et al., 2023). Sensemaking occurs when humans use information to make sense of a reality perceived as both chaotic and orderly. The principals engaged in sensemaking using

grounded feedback methods, research, and varied information to bridge the gap in feedback intervention (Naumer et al., 2008; Turner et al., 2023).

The content basis for the professional development project was the conceptual framework for this study, the FIT model by Kluger and DeNisi (1996). I used the FIT theory to guide the content of the professional development project. The evidence from this study suggests that FIT could provide teachers and principals with useful guidance for understanding feedback to improve instructional practices. According to FIT, "the effectiveness of any feedback intervention depends on the level at which the intervention focuses our attention" (DeNisi & Kluger, 2000, p. 132). Theory indicated the content of the professional development for the principals. The current study contributed to the knowledge of how principals learn and how to develop professional development opportunities to provide teachers with the feedback needed to shift instructional practices.

**Professional Development With Coaching**

Coaching can significantly impact teaching and learning, teacher practice, and student outcomes (University of Florida Lastinger Center for Learning, 2016). Teachers who receive coaching could make high-quality, professional learning a daily school routine. Excellent coaching is a form of professional learning in classrooms or schools and an avenue for raising standards and training teachers to raise student expectations. Peer coaching, schoolwide coaching, and accountable team leadership are three types of teacher coaching used in classrooms for over 30 years. On any level, coaching could be a means of increasing teachers' pedagogical knowledge, analyzing student progress, improving instruction, implementing improved strategies, and providing personalized

learning for diverse students (Farndon, 2021). In Farndon's (2021) study, math and science teachers who received instructional coaching considered it reliable and impactful for student achievement. Instructional coaching could impact the entire school, resulting in a culture of debate and continuous discussion in teaching and learning.

Farndon (2021) suggested that school leaders should focus more stringently on deliberate instructional coaching. Coaching could impact teachers' performance and practices in the classroom. Coaches could also provide teachers with various models, key strategies, and practices for achieving the targeted performance. However, instructional coaching is not a stand-alone intervention for improving teaching and learning; coaching should be a complementary tool to other strategies in the classroom. Additionally, coaching should not focus on individual teachers' techniques but on their challenges. Making a real impact in classrooms requires identifying, recruiting, and hiring highly skilled teaching coaches (Farndon, 2021).

Psencik (2019) described strategic, ongoing, and personalized principal coaching as important for changing patterns in principal leadership. Job-embedded coaching is a way to model effective feedback for principals. The more information feedback contains, the greater its effectiveness (Wisniewski et al., 2020). Psencik defined *principal coaching* as a coach moving a principal through a feedback cycle of continuous improvement that includes goal setting, exploring new leadership skills, setting and implementing a plan, and reflecting and monitoring progress.

**Strengthening Principal Feedback Through Professional Development**

A principal impacts the school's vision, culture, staffing, strategic planning, and student success (Levin et al., 2020). Therefore, principals should have structured training in providing feedback (Herrman et al., 2019). Woodlock (2021) noted that principals should have self-awareness in attaining honest feedback. Feedback could enable principals to learn about their strengths and weaknesses and improve their leadership skills. Professional development may also provide principals with preparation to give their staff feedback to meet instructional needs (Levin et al., 2020). Effective principal preparation and development programs could be a means of transforming principals' abilities to lead (Hammond-Darling et al., 2022). Professional development could contribute to principals' leadership knowledge and skills. Moreover, professional development for principals could contribute to positive teacher outcomes, satisfaction, retention, and student achievement. Hammond-Darling et al. (2022) found that principals who attended professional development with experienced or expert mentors or coaches increased student achievement at their schools.

Nationwide, significant differences in principal professional development have adversely impacted leadership and student success (Hammond-Darling et al., 2022). Principals from North Carolina to California have extreme or no access to professional development and lack the opportunity to hone their skills. Thus, it is significant to indicate that areas that have developed and follow policies that support high-quality principal learning programs is very impactful. Places with policies to provide principals with learning opportunities have more learning opportunities. State leaders could invest

in statewide infrastructure to ensure principals receive high-quality professional development (Hammond-Darling et al., 2022).

The training principals receive affects teacher outcomes (Hammond-Darling et al., 2022). Principals who ensure teachers work in positive and collaborative conditions and foster supportive learning environments tend to attract and retain qualified teachers. The most effective professional results in a change in practices (Herrman et al., 2019). Additionally, if the training is embedded, it is even stronger for all staff (Hammond-Darling et al., 2022). Therefore, investing in staff development could contribute to student achievement and a positive learning environment (Blazar et al., 2022).

## Project Description

In response to the study's findings, I developed the 3-day professional development project with job-embedded coaching entitled *Engaging With Feedback*. The professional development has a two-pronged approach where participants attend three whole-group training days and 14 hours of individual coaching sessions. Hayes and Burkett (2021) analyzed perceptions of how a yearlong professional development and coaching program enabled assistant principals to improve their leadership capacity and advance their careers. The researchers found that the participants had increased confidence in their leadership abilities and practices after the professional development and coaching. This section presents the project's timetable, resources, potential barriers, and student roles and responsibilities.

**Resources and Supports Needed**

Support from the district superintendent, deputy superintendents, curriculum director, and professional development coordinator could affect the effectiveness of the implementation of *Engaging With Feedback*. The project will require the district superintendent's approval to conduct the training and have the participants attend. The superintendent, deputy superintendent, curriculum director, and professional development coordinator could attend the training to support the participants. Further, the professional development coordinator and curriculum director could provide support in organizing training logistics (e.g., time, location, and date), materials, and technology. A planning meeting will occur to provide the support needed. The suggestion is to conduct the first training at the start of the school year to align with the teacher evaluation timeline. The meeting could present the list of support materials needed for implementation.

The resources needed for implementation include pens, pencils, Post-it Notes, self-stick chart paper, flip-chart markers, stickers, folders, table tents, colored paper, highlighters, printed QR codes with access to the online drive with training handouts, printed training handouts (e.g., articles, goal setting templates, graphic organizers), a projector, and a screen. The participants will bring their own laptops or tablets. The training location should have wall space to affix chart papers, seating to arrange in small groups, proper lighting, and internet access.

**Potential Barriers and Solutions**

Potential barriers to implementation include the limited availability of a free training location, low participant attendance, and time management for professional

development. The school district has few venues with adequate space and internet access for large-scale training. The district would have to cover the cost for a location suitable for training all principals and assistant principals simultaneously. If a private vendor would not be a viable option to cover venue costs, dividing the participants into two cohorts could suffice. As the facilitator, I would conduct the training days consecutively for the cohorts, requesting district professionals to release principals by cohort days.

Participant attendance could be another barrier to implementation. The goal of the training is to focus on improving feedback practices. However, experienced principals may consider the training unnecessary and feel reluctant to attend. District leaders could encourage participation by sharing a detailed overview of the training, focusing on the personalized coaching model. Principals who learn about the professional development's content and structure may actively participate in the sessions.

Another potential barrier is participants prioritizing professional development through time management. The training days and coaching sessions include practice assignments, where participants can apply their learning in the school setting. School leaders may have to prioritize time in their calendars for assignment completion and coaching. As the facilitator, I will encourage participants by describing the practice assignments as relevant to their work. Principals may learn that prioritizing the assignment means they prioritize supporting teachers.

The one-on-one coaching sessions may be another potential barrier to implementation. Administrators may have difficulty building relationships with their coach. Coaches should take time to get to know their assigned administrator, share
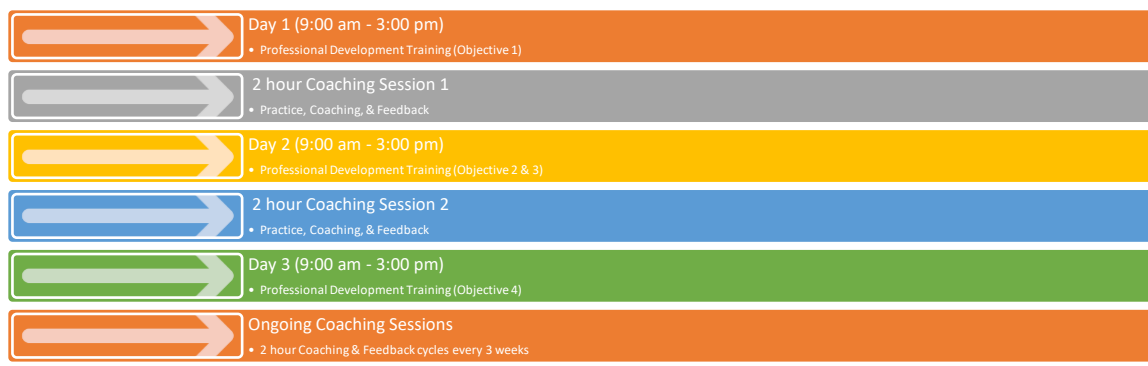
information and create a level of professional trust. The coach must develop that rapport, where principals become open to their guidance and feedback. I do not anticipate barriers to the implementation without possible solutions.

<div align="center">**Implementation Plan and Timetable**</div>

*Engaging With Feedback* is a 3-day professional development with 14 hours of job-embedded coaching. Full implementation with fidelity will require an entire school year (10 months). Administrators will attend training or coaching monthly.

**Figure 1**

*Implementation Timeline*



| Day 1 (9:00 am - 3:00 pm) |
| • Professional Development Training (Objective 1) |
| 2 hour Coaching Session 1 |
| • Practice, Coaching, & Feedback |
| Day 2 (9:00 am - 3:00 pm) |
| • Professional Development Training (Objective 2 & 3) |
| 2 hour Coaching Session 2 |
| • Practice, Coaching, & Feedback |
| Day 3 (9:00 am - 3:00 pm) |
| • Professional Development Training (Objective 4) |
| Ongoing Coaching Sessions |
| • 2 hour Coaching & Feedback cycles every 3 weeks |

**Professional Development Training Sessions**

Each training day involves 6 hours of professional learning with a 1-hour lunch and two 10-minute breaks. The training commences with a mind-warmer activity to prompt reflection and engage participants in discussion around aspects of their leadership practices. The participants dive into daily content by watching videos, reading articles, engaging in collegial discussions, and completing interactive activities. They will sit at tables of eight and complete the activities in small groups of two to four participants.

Each training day ends with a reflection and a practice assignment before coaching followed by a participant-completed evaluation.

The suggestion is to conduct the first training day in the first month of the school year. At the end of the first training day, administrators could be able to identify and articulate specific instructional practices they can address with teachers. During this day, the participants learn to identify the qualities of good instruction and articulate what they have observed. This activity is a stepping stone for Day 2's intended learning outcome of giving constructive, explicit feedback on instructional practices and assisting teachers in formulating goals and specific action steps with feedback-based timelines. The goal of Day 2 is to build feedback capacity and delve into the feedback model through interactive workshops, collaborative discussions, and practice exercises based upon administrator experiences shared. During this day, the participants engage in scenarios to refine their feedback techniques, and strengthen their ability to provide meaningful and prepare to implement the elements of the feedback model in their leadership practice.

Day 3 involves the participants implementing the feedback practices via regular teacher check-ins. During this day, the participants focus on providing intentional feedback by managing their time and calendars. The intent of each development day is to build upon the prior days, with Day 1 as the foundation for the program. Ultimately, the training may enable principals to apply the learned skills and reflect on the job-embedded coaching sessions.

**Job-Embedded Coaching Sessions**

The job-embedded coaching sessions should occur 2 hours monthly for 7 months of the school year. The first three sessions should occur at least 2 weeks after each training day. After Training Day 3, the coaching sessions should occur every 3 weeks as a model for participants. Given that Kluger & DeNisi's FIT model serves as the content framework for delivering feedback in this coaching session, the focus of the coaches will be to guide administrators in delivering feedback that aligns with the key constructs encompassed within FIT. Each session focuses on practice review and goals set by the administrator, and the first hour of the coaching session is a recap of the session's goal.

The first two sessions include a review of assignment completion to bridge the training day and coaching session. In this session, the participants and the coach conduct classroom walkthroughs and feedback sessions with teachers. Together, the coach and participant calibrate look-for's, debrief evidence, and calibrate feedback. Separately, the administrator provides feedback while the coach observes. In the second hour of the coaching session, the coach provides feedback based on observations by modeling the feedback model. During this time, each coach and administrator set goals for the next coaching session, share professional learning resources, create an action plan, and answer questions. This portion of the session is a means of ensuring that the participants experience the type of feedback teachers perceive as quality and influential.

<div align="center">

**Project Evaluation Plan**

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This professional development project includes evaluations with daily formative assessments at the end of each training day and coaching session. The assessments

include questions about daily learning outcomes, practice, and the project goal. The goal

of this training is to improve the quality and impact of instructional feedback to improve

teachers' instructional practice. The intended target audience is educational leaders,

including principals, assistant principals, and teacher evaluators.

At the end of each session, the participants share their perspectives on the

information, its relevance to their practice, the training format, and the learning outcome

using Likert scales and open-ended questions. Questions with Likert-type scales indicate

how strongly an individual feels on a single dimension; respondents can answer open-

ended questions in their own words (Kutner et al., 1997). The data from the Likert scales

will indicate each participant's understanding of the content and learning outcome.

Adjustments to the content or delivery of the training based on the data may occur as

needed. The facilitator can use the data to adjust content, activities, or timelines for

professional development and coaching sessions to meet participant needs. Coaches can

use session data to provide administrators with feedback to adjust their instructional

leadership practice. This will align with the overarching goal of the project, aiming to

enhance teacher instructional practice by improving administrator feedback.

Before project implementation, a planning meeting should occur with key

stakeholders, such as the commissioner, superintendent, deputy superintendent,

curriculum director, and professional development director. These stakeholders should

meet before implementation to support the professional development in showing the

administrator how to connect research and practice with feedback, reflection, and district

and state initiatives and goals (Stewart, 2014). The planning meeting could show the key

stakeholders how fidelity and consistent implementation of the feedback model could improve principal feedback. Additionally, a postimplementation meeting should occur with the data from the daily formative assessments in a comprehensive report so the key stakeholders can review the findings and next steps of support. The findings of this study and the project could be means of effecting social change, as outlined in the following section.

## Project Implications

I developed the professional development project in alignment with the themes that emerged as a response to the study's two research questions. The theme that emerged from RQ1 was that educators perceived that administrator feedback should focus on the task and provide the opportunity to set goals and actions that align with the feedback. The RQ2 theme was that educators perceived that administrator feedback should be objective and timely, with provided explicit details about the task to motivate them to improve their instructional practices. The project goal was to improve the quality and impact of instructional feedback to improve teacher instructional practices.

Educational leaders, such as principals, assistant principals, and teacher evaluators, are the project's target audience. This study has social change implications that could contribute to improving the administrator feedback received by teachers. This positive change could result in increased student achievement via the implementation of the best practices in classrooms.

The territory leaders could decide to implement the training for all educational leaders and restructure the teacher evaluation system to provide more frequent feedback.

In turn, teachers could receive feedback they perceive as quality and influential. In the larger context, district leaders could use this project nationwide to reform how leaders provide feedback to teachers. Teachers may change their instructional practices when principals or teacher evaluators deliver quality, influential, explicit, objective, timely, and motivational feedback that provides opportunities for goal-setting and aligns with best practices. Principal feedback could improve with full participation in professional development and job-embedded coaching.

## Conclusion

Section 3 focused on the project *Engaging With Feedback*. This section included a review of the literature that contributed to the project's development. The purpose of the project was to immerse participants in understanding and implementing a feedback model based on the findings discussed in Section 2. The project is a 3-day professional development with 14 hours of job-embedded coaching sessions across the school year. Section 4 presents the project's strengths, limitations, and recommendations for alternative approaches to the problem and project. The section includes a reflection on my doctoral journey, leadership changes, project development, the importance of this study, and recommendations for future research.

Section 4: Reflections and Conclusions

The purpose of this basic qualitative study was to explore the influence of administrator feedback from the teacher evaluation system in improving teacher instructional practice. The study's findings indicated the need for administrators to receive training in providing feedback to promote change in teachers' instructional practices. The study included developing a two-pronged professional development with training days and job-embedded coaching with modeling to address the study's findings. This section presents the project's strengths and limitations, alternative approaches, scholarship, development, evaluation, leadership, and implications for future research.

## Project Strengths and Limitations

The key strengths of this project include the timeline and job-embedded coaching. This professional development has an implementation plan. Drawing from extensive sources to format principal professional development, Acton (2021) found that specialized professional development that addressed specific teacher needs with multifaceted techniques was the most beneficial. In the current study's project, principals could learn to apply the knowledge obtained from the training sessions. I developed the project with a gradual release model, which begins with the facilitator stating what should occur. Afterward, the participants work in small groups and independent practice assignments.

During the 3 weeks between training sessions, the participants have opportunities to make their learning relevant by practicing their skills with teachers in their schools and reflecting on their effectiveness. A coaching session occurs during this time so the

participants can receive feedback on their practice. Acton (2021) pointed out that the key to changing principal practice through professional development is providing principals with relevant and experiential learning methods to acquire new knowledge and skills. The implementation timeline could enable participants to personalize their learning, build confidence in providing feedback through practice, and gain relevant practices for their instructional leadership toolboxes. A review of effective principal professional development showed that principals should receive practical tools, protocols, and strategies to enhance their instructional leadership through various sources, including coaches or mentors, district-level leaders, and nondistrict employees with knowledge of best practices (Davis et al., 2020).

Another strength of the current project is coaching. After the training days, the participants could receive job-embedded coaching on their goals. Krenn et al. (2013) reviewed Kluger and DeNisi's (1996) FIT and found that goal setting affected the feedback's impact. The project's facilitator should provide feedback for the participants by modeling the practices and assisting the participants in achieving their goals. Coaching sessions should involve nonpunitive feedback that aligns with a goal and resources. The feedback tied to the goal could show participants their progress and cause them to reflect on and evaluate their actions and progress related to their goals (see Krenn et al., 2013). Participating in the job-embedded coaching sessions could provide the participants with support, best practices, and an understanding of the feedback needed to shift teacher instructional practices. During each session, the participants can collaborate

on activities. The one-on-one coaching sessions could focus on participant needs and goals in providing quality teacher feedback.

This professional development project has several limitations. One limitation could be participant time management for practicing skills and receiving coaching after the training days. The participants will need to set aside time in their schedules to engage in feedback cycles. In addition to coaching sessions, the participants will need time to practice new skills, including applying and adapting new feedback skills, completing assignments, and engaging in coaching sessions. Another possible limitation is participant identification. I developed this project for participants with varying experience. However, district leaders may choose individuals new in their fields to participate in the training. Additionally, optional attendance could result in more-experienced individuals opting out of attending due to the assumption they have enough knowledge of feedback. Finally, another limitation is whether building administrator feedback capacity aligns with the district's professional development plan.

## Recommendations for Alternative Approaches

Another way to define the local problem is that principal professional development does not provide principals with adequate preparation to support teacher instructional practice. A possible approach to this problem would be a qualitative study of principals' perceptions of the effectiveness of local principal professional development programs. Such research could include an evaluation report and a project that provides a solution to the alternative problem.

An alternative approach to the professional development in this study is to train district leaders to implement job-embedded coaching for principals. Another approach is to develop a feedback handbook for evaluators. The handbook could present the constructs of effective feedback, case studies for evaluators to hypothesize feedback delivery, and reflective assignments. Another approach is for district leaders to respond to the findings by restructuring the teacher evaluation system to include informal walkthroughs and a growth plan based on the areas of improvement from the prior year's evaluation.

**Scholarship, Project Development and Evaluation, and Leadership and Change**

I consider myself a lifelong learner, and reflecting on my journey to my doctoral degree has been bittersweet. I began my doctoral journey yearning to do more for children, not only in my classroom but also in the larger community. I ventured upon this doctoral adventure with the mindset that I had all I needed to remain on track and finish quickly. I completed the coursework and learned about myself as a doctoral candidate. I became a researcher as I discovered the difference between seminal work and peer-reviewed articles and saturation. "Saturation" is the precise word for how engrossed in research I became. I realized that doctoral candidates engage at a higher standard, which required me to operate differently. Academic vocabulary and grammatical syntax are vital to scholarly writing, which was a hurdle for me. I struggled to shift my writing style to match the expectations of scholarly writing. After receiving quick prospectus approval, I believed I could complete the entire process quickly. However, life occurred. I suffered from setbacks and life-altering events. After each event, I redirected myself back toward

completing this study. This basic qualitative study included the intricacies of analyzing data. I struggled with learning coding and code types. In addition to open coding, I applied a priori coding to the data. I learned long ago that a setback is often a setup for something greater. Therefore, I dug in deeper to own the role of the researcher, the research process, and the scholarly writer. Through this work, I developed a newfound respect for the process.

In this project, I enhanced my writing skills, knowledge of the interview process, and professional learning experiences. Through the interviews, the participants shared their thoughts and emotions as they answered questions; some needed additional prompting. My growth as a researcher enabled me to interject questions or comments to prompt further responses to the interview questions. My doctoral journey was longer than expected, but I grew personally and professionally.

**Project Development and Evaluation**

I sought to develop a project to foster the growth of educational leaders such as principals and teachers. Two themes emerged from this study: Educators perceived that administrator feedback must focus on the task and provide the opportunity to set goals and actions that align with the feedback (RQ1), and educators perceived that administrator feedback should be objective and timely with details about the task to motivate teachers to improve their instructional practice (RQ2). I sought to develop a project to meet teachers' needs by shifting school leaders' practices. The findings were a junction because I could have used different approaches for the project. In a feedback cycle with my chair and committee member, I decided to focus on professional

development. As I outlined the project, I reviewed conceptual frameworks on how adults learn and apply their learning. I considered prior professional development I found irrelevant or unengaging to design a project that principals would find relevant to and useful for their practice. After reviewing Knowles's (1980) adult learning theory, Harps and Lamitie (2020) concluded that adults are more interested in learning skills and strategies with immediate relevance to their work. I centered the training around a collaborative space in which participants could share experiences and knowledge. Additionally, I used the themes that emerged from the study to develop the learning outcomes and implementation plan.

One thing that resonated with me about professional development was that many times it was one and done. After I had learned something and put it into practice, there were few opportunities to ask follow-up questions or receive feedback. Therefore, I sought to engage participants in a cyclical training and feedback process through coaching. I developed a timeline for adequate implementation of learning between training and coaching sessions. Harps and Lamitie (2020) argued that adults need opportunities to internalize learning and master new knowledge through practice and reinforcement. Additionally, I designed the coaching cycles as a means of supporting the implementation of the new feedback model. The facilitator and participants could discern the effectiveness of the professional development and coaching by evaluating each session. The results could provide the facilitator with direction on adjusting the training to meet the participants' needs.

**Leadership and Change**

I could not have completed this doctoral journey without seeking to understand and gain a new perspective on instructional leadership. I seek to be a leader who serves and transforms. The rigor of this doctoral program has contributed to my self-efficacy and expectations for myself and others. As an educational leader, I found that moving an organization forward requires modeling and coaching of best practices. As a researcher, I increased my knowledge of education and learned to model leadership through service. I felt humbled on my doctoral journey but also grew in resilience and fortitude, seeing opportunities when it felt like I faced barriers. I found the determination to push through, not focusing on the problem but on the solutions needed to fill the gaps in practice. As a lifelong learner, I will continue being a change agent in education. I seek to be an educational leader who engages fellow leaders in current research, applies creative solutions to problems, leads organizations with innovation, serves fellow educators, and promotes future research.

### Reflection on Importance of the Work

This doctoral work is significant. Student achievement correlates with teacher instructional practice. Principal feedback can impact teachers' instructional practices, and feedback is a fundamental tool in every educational leader's toolbox. This study presented K–8 teachers' perceptions of the quality and influence of administrator feedback in the evaluation process. There is a need to understand teachers' perceptions of feedback to understand feedback type and provision. Teachers who receive feedback

perceived as quality and influential may change their instructional practices and improve student outcomes.

At the onset of my doctoral journey, I knew I wanted to impact education with my work. I quickly realized that I did not know where I would end up in my research because the doctoral journey required resilience and perseverance. Through my research, I realized the gap in practice and the importance of this study for the teaching profession. Throughout this process, my personal and professional goals collided and became overwhelming. My passion for changing education enabled me to ground myself and prioritize this research. I saw the urgency of this study when I interviewed the teachers to obtain their perspectives. The interviews were the most enlightening part of the journey because they showed that teachers yearned to have a picture of their professional practice with support to make changes. The interviews showed me that my findings and project could be a pivotal means of affecting change by showing how principals can support teacher practice and district leaders can restructure evaluation systems.

District leaders could use this professional development project to achieve social change by providing principals the support and resources to support their teachers with quality feedback and change instructional practices. Administrators could learn to provide explicit feedback by learning what information teachers perceive as useful. Teachers could have the opportunity to set goals in a nonthreatening environment and connect their evaluation feedback from each year, highlighting growth in practice. Administrators could use this professional development to construct feedback to impact teacher practice and improve student achievement.

Finally, through this research experience, I learned that I could make it through difficult times by remaining focused, filled with faith, and humble. This doctoral journey enabled me to hone my professional skills and sharpen my mindset. I see beyond myself and see the significance of addressing even one gap in practice because doing so results in one less gap to fill. This study is significant because teachers should receive the feedback needed to reflect and grow.

## Implications, Applications, and Directions for Future Research

The purpose of this basic qualitative study was to explore the role of administrator feedback in the teacher evaluation system and improve teacher instructional practice. The data collected addressed the two research questions:

RQ1: What are teachers' perceptions of the influence of administrator feedback on improving their instructional practices?

RQ2: What are teachers' perceptions of the quality of the feedback given by administrators?

Examination of the two themes that emerged from the findings resulted in a two-pronged approach to introducing a new feedback model via professional development with job-embedded coaching and modeling. The target audience for the 3-day professional development was principals, assistant principals, and district and state leaders. The findings have implications for enhancing the feedback skills of educational leaders through ongoing professional development and coaching. Additionally, districts and policymakers could use the findings to guide teacher evaluation reform so teachers

could receive frequent feedback and a full picture of their instructional practices in their evaluations.

This qualitative study focused on the perceptions of K–8 teachers. Future researchers could investigate the quality and influence of the feedback provided to ninth-through 12th-grade teachers to inform high school principals of the type of feedback teachers perceive as quality or influential. The current study occurred in one of two school districts. Future researchers could also explore the perceptions of K–8 teachers in the other district in this study. Scholars could further explore feedback practices with research on the feedback that principals receive. Future research could identify the feedback principals need to adjust their instructional leadership practices.

**Conclusion**

The purpose of this basic qualitative study was to explore K–8 teachers' perceptions of the influence of administrators' feedback on improving instructional practices in the USVI. The practice gap addressed was the role of administrator feedback in the teacher evaluation process in improving instructional practice. Findings showed that educators perceived that administrator feedback should focus on the task and provide the opportunity to set goals and actions aligned with the feedback. The findings also showed that educators wanted objective and timely administrator feedback with explicit details about the task to improve their instructional practice. I developed a 3-day professional development project with job-embedded coaching to introduce a new feedback model to educational leaders. The professional development project provides principals 3 days of professional development with job-embedded coaching, interactive

activities, feedback calibration, discussions, and practice sessions. The professional development could fill the gap in practice and provide educational leaders with a feedback delivery framework. I hope educational leaders use this doctoral study to shift teachers' instructional practices. I seek to be a change agent in education and implement systemic change so every classroom becomes a model classroom.

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Appendix A: Virgin Islands Department of Education Research Application



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OFFICE OF PLANNING, RESEARCH AND EVALUATION
1834 Kongens Gade, Charlotte Amalie
St. Thomas, V.I. 00802-6746

June 13, 2018

Ericilda Ottley Herman

Dear Mrs. Herman,

We are pleased to inform you that your research proposal has been approved. Enclosed is a copy of your proposal with all necessary approval signatures.

Best wishes in your endeavors.

Sincerely,

James Richardson
Director – PRE

# RESEARCH APPLICATION

Office of Testing, Planning, Research and Evaluation
Department of Education
44-46 Kongens Gade
St. Thomas, USVI  00802

NAME__Ericilda Ottley Herman_____          DATE _6/1/2018_____

MAILING ADDRESS:

PHONE: Home_                    Office_____ FAX_____ Email Address_

## A.      IDENTIFICATION OF APPLICANT

1.     Your Professional Position (check one)

       _x__Graduate Student     ___UVI Faculty     ___Teacher     Independent
                                                                  ___Researcher

       ___School/Central Office Administrator      ___Other_____
                                                             (Please Specify)

2.     Are you employed by the VI Department of Education?     _x__Yes
___No

       If yes, indicate your job title and work site
       Job Title: __Professional Development Director_____
       Work Site: ___St. Croix Office of the Insular Superintendent_____

3.     Which of the following best describes your proposal study?
       ___(a) A VI Department of Education project
       ___(b) An independent study to fulfill degree requirements
       ___(c) A Master's thesis project
       ___(d) A federally funded study
       ___(e) A collaborated project between/among government agencies
       __x_(f) A doctoral dissertation project
       ___(g) Other (please specify_____

4.     Is the proposed study in connection with the degree requirements of a
       college or a university?

       ___No (Go to question "5".)
       __x_Yes (If yes, answer parts "a", "b", "c", and "d" of this question)

       a)     What degree requirements?
              ___Masters Thesis    _x__Doctoral Dissertation     ___Independent
              ___Other_____
                     (Please Specify)
       b)     Who is your advisor or committee chairperson?
              Name__Kathleen Norris_____ Telephone Number__(740)-517-3075_____

              Institution_ Walden University_____ Department in Institution__School of
              Education

       c)     Indicate your current degree status:
              ___Non-degree      ___Baccalaureate     __x_Master's     ___Doctoral

d) If you are applying as an individual, briefly describe your area of research specialization and your credentials. .

My area of research specialization is in Administrative Leadership for Teaching and Learning, focusing on Principal feedback to improve teacher instructional practice. With 13 years of experience in the teaching and learning process as a para-educator, teacher, program manager and currently Professional Development Director, the information gathered will support VIDE stakeholders.

5. How are the costs of this proposed study being financed?

_x_ By applicant
___ By government foundation, or other research grant
(identify source):

_____

6. List the name(s), position(s) related to this study, institutional affiliations, and all persons who will (to the best of your knowledge) use the data generated by this study for higher education: degrees, grant applications, or publication purposes: *(Attach additional sheets if necessary)*
_Ericilda Herman, Researcher /Doctoral candidate; Kathleen Norris Ed.D., Committee Chair; Lynn Varner, Ed.D., Committee Member, and Mary Howe, University Reviewer

## B. ATTACHMENTS

Check the required items attached to this application:

_x_ Application Form
_x_ Research Proposal
_x_ Data Collection
_x_ Instruments
_x_ Study Recommendation Form/Thesis Proposal Approval Form
_x_ Statement of Confidentiality Form
_x_ Rights of Human Subjects Form
_x_ Statement of Non-disclosure
_x_ Signed signature of approval sheet
___ Adherence to due date to ensure timely processing

## 7. REQUIREMENTS FOR STUDENT SUBJECTS

Will pupils be required as subjects for this study?
___ Yes (If yes, answer parts "a", "b", "c" and "d" of this question.
__x_ No ( If no, skip to question "8".)

a) Enter grade(s) and number of students requested.
Grade(s)_____    No. of Students _____

b) Check and describe any specific criteria for selection of students to take part in the study.

___ Ability level (specify)        _____
___ Socioeconomic level(s)       _____
___ Ethnic, racial background    _____
___ Physical Characteristics     _____
___ Clinically identified conditions  _____
___ History of personal problems   _____
___ Other (specify) _____

c) Procedures which will be used to gather data from students:

___ Group testing                    ___ Questionnaires
___ Individual testing               ___ Observations
___ Interviews- face to face         ___ Inventories
___ Interviews – telephone           ___ Other _____
                                            (Specify)

d) Are file data on students required?

___ Yes                              ___ No

If yes, specify tests, scores, type(s) of other information and the period for which data are needed:

_____

_____

_____

_____

_____

**8. REQUIREMENTS FOR SUBJECTS OTHER THAN STUDENTS**

Will V.I. Department of Education personnel, parents, or former students be subjects in the study?

_x__Yes  (If yes, answer parts "a", "b", and "c" of this question)
___No  (If no, skip to question "9")

a) Indicate category by number requested

15 # Teachers                              ___# Counselors
___# School-Based Administrators           ___# Parents
___# Central Office Administrators         ___# Other_____
                                                        (Specify)

b)  Are file data on staff requested?

___Yes                               x No

If yes, specify and discuss how data will be used.

_____

_____

c)  Are file data on parents requested?

___Yes                               x No

If yes, specify and discuss how data will be used.

_____

_____

**9.      REQUIREMENTS FOR ARCHIVAL DATA**

Will archival data on students or staff be needed to complete the proposed study?

_x__Yes                               ___No

If yes, check sources requested:

___Reports          ___Research Studies      ___Charts/Graphs/Tables
___Handbook         ___Policies              __x_Other_Teacher Evaluation
Rating_____
                                                        (Specify)

## 10. INSTRUMENTS, EQUIIPMENT AND INSTRUCTIONAL MATERIALS

What tests, observation guides, questionnaires, attitude scales, interest inventories, and other typed or printed instruments will be used?  Specify below **and enclose copies.**

___Group Test (specify) _____
___Individual Test _____
___Questionnaire _____
_x__ Interview Protocol __15 junior high school teachers will be interviewed at a neutral location (off school sites) in a non-threatening environment.
___Observation Guide _____
___Attitude/Interest Inventory _____
___Other (specify) _____

What instructional materials will be used for research purposes?_____

_____

_____

*(Specify or indicate "None".)*     _x_None

## 11. DESCRIBE THE DATA ANALYSIS AND INTERPRETATION FEATURES OF THE RESEARCH
*(Include description of statistical tests, quantitative/qualitative factors, correlation factors- where applicable)*

Aligning this study with Kluger and DeNisi's (1996) theory of feedback intervention, the research method used for this study will include analysis of teacher in-person interviews. Interview recordings will be transcribed into text. To reduce researcher bias, transcripts will be shared with participants to check and confirm the credibility of the data in in a process known as member checking (Birt, Scott, Cavers, Campbell, & Walter, 2016; Creswell & Miller, 2000). Once participants confirm the accuracy of the interview transcripts, the transcription data will be analyzed, coded, and stored using the ATLAS.TI qualitative data analysis software. Through the coding of the data, I will be able to annotate the text and color-code the data as it pertains to the research question. Once the data is coded, detailed thick descriptions providing in-depth descriptions of the perspectives of the 15 teachers interviewed (Lodico et. al, 2011) will lead to the identification of major and minor themes. Themes identified through coding would be used to outline findings to help principals better understand the type of meaningful feedback teachers perceive to be effective. Triangulation of the one-on-one teacher interview data creates an opportunity to check findings and determine common themes that emerge within the evaluation rating categories and varying level of teaching experience (Creswell et. al, 2000). In qualitative research there are times when conflicting perspectives or discrepant cases may arise (Lodico et. al, 2011) causing outliers. Using the major themes that were established, the data will be reviewed for coherence or conflicts (Creswell et. al, 2000) during the triangulation process. After the data is carefully reviewed, the conflicting perspectives or discrepant cases will be presented as an example of a unique perception and will be reviewed to determine how they affect findings or themes (Lodico et. al, 2011).

**C.    APPLICANT'S SIGNATURE**

I understand that acceptance of this request for approval of a research proposal in no way obligates VI Department of Education schools or central offices to participate in this research. I also understand that approval does not constitute commitment of resources or endorsement of the study or its findings by the VI Department of Education.

I acknowledge that participation in research studies by students, parents, and school staff is voluntary. I will preserve the anonymity of all participants in the reporting of research results. I will not reveal the identity or include identifiable characteristics of schools or of the school system unless authorized by the VI Department of Education.

If approval is granted, I will abide by the VI Department of education policies and regulations and will conduct this research within the stipulations accompanying any document of approval.

At the completion of the study, I will provide the Office of Planning, Research and Evaluation with one (1) bound copy of the research results.

_____                          4/5/18
Applicant's Signature                                                    Date

*CONTACT:*

*Office of Planning, Research and Evaluation*
*Department of Education*
*1834 Kongens Gade*
*St. Thomas, VI 00802-6746*
**(340)774-0100 x 8104 (Amariel M. Smith)**

# RESEARCH PROPOSAL

**NOTE:** This form MUST be completed in its entirety. Failure to do so WILL DELAY the processing of your research application.

**APPLICANT'S NAME**_Ericilda Ottley Herman          **DATE OF SUBMISSION**__6/1/18

## Part I: INTRODUCTION

### 1.1    TITLE OF THE RESEARCH STUDY

Examining the Impact of Principal Feedback on Improving Teacher Instructional Practice

### 1.2    STATEMENT OF THE PROBLEM

The Virgin Islands Department of Education (VIDE) reported that 75% of students in English language arts (ELA) and 91% of students in mathematics in grades 3 through 8 and 11 scored below proficient on the summative statewide assessment (Virgin Islands Virtual Information System, 2017). To improve student achievement levels, the VIDE sought ways to transform teaching and learning including the implementation of a research-based teacher evaluation system that would provide teachers with evidence-based feedback to improve their instructional practice and increase student achievement. However, the problem in the local setting is that the substance of principal feedback provided on teaching has not yet been studied in this district (Khachatryan, 2015). Goff, Guthrie, Goldring, and Bickman (2014), explained that most principals have not developed a valid and reliable feedback system that would enhance their teachers' instructional practice.

### 1.3A    STATEMENT OF HYPOTHESIS/HYPOTHESES
_____N/A_____

### 1.3B    STATEMENT OF RESEARCH QUESTION (S)

RQ1- Qualitative: How do teachers perceive principal feedback?
RQ2 - Qualitative: How do teachers use principal feedback to change their instructional practice?
RQ3 - Qualitative: What type of feedback do teachers perceive as most beneficial to improving their instructional practice?

## PART II: METHOD

### 2.1    DESCRIPTION OF SUBJECTS

A. Definition of Population from which Sample will be selected _____

__ A sampling of junior high school (Grades 7-8) teachers with varied levels of teaching experience from 0-25 years.

B. Technique for Selecting Sample *(Random, stratified, cluster, etc)*_____

The technique of maximum variation sampling is being used to explore the perceptions of teachers with varied experience and ratings.

**C. Basis for Determining Sample Size**_____

Fifteen teachers will be purposefully selected to represent each evaluation rating category (Distinguished, Proficient, Basic, and Unsatisfactory) from the three local junior high schools by the district office. This sample size was determined through Walden University's guideline for conducting interviews.

**INSTRUMENTS**

A) **Instrument(s) to be utilized** *(name and include a copy of each)*_____

Interview questions

1. What is your perception of principal feedback?

2. Describe a situation when your principal's feedback impacted your instructional

   practice.

   > 2a. How would you describe the feedback delivered from your principal in this situation?
   > 2b. What made the feedback in this situation compelling and memorable?
   > 2c. Describe how you used the feedback given to adjust your instruction.
   > 2d. Was it actionable?

3. Describe the type of feedback you need from your principal to improve your instructional practice.

4. What suggestions do you have on how your principal can improve the quality of feedback given to teachers on their instructional practice?

5. Is there anything else you would like to say about principal feedback and how teachers use it to change their instructional practice?

B) **Provide a Rationale for the selection of Instrument(s)**_____

Open-ended interview questions are being used to allow participants to express their views on the topic of feedback to be able to determine their feelings, thoughts, and perceptions; the narrative interviews would focus on the impact of principal feedback on their instructional practice.

**2.2   MATERIALS/APPARATIONS TO BE USED**

A) **Describe special materials to be developed and/or used in carrying out study.**_____

_____N/A_____

B) **Describe special apparitions to be utilized in carrying out study** *(E.g. computers, graphing calculators, manipulatives, etc.)*_____

The interviews will be recorded using a voice recording device and assigned a numerical code.

## 2.3 DESIGN

**A)** Number of Groups to be Used____4

**B)** Basis for Assignment to Groups *(i.e., random assignment, use of pretest, matching on key variables, etc.)*_____

Fifteen teachers will be purposefully selected to represent each evaluation rating category (Distinguished, Proficient, Basic, and Unsatisfactory) from the three local junior high schools.

**C)** Type of Research Design *(i.e., correlational, experimental, casual-comparative, etc.)* _____Narrative inquiry _____

## 2.5 PROCEDURE *(Describe exactly how the proposed study will be implemented. Description should be in list form and should be sufficiently clear for the _reader_ to conduct the proposed study!) (Attach)*

- Contact District Employee Effectiveness Program Manager for list of 15 participants (5/junior high school)

- Disseminate participant package that includes an introductory letter outlining study and use of data, and consent forms.

- Schedule interviews with participants upon receipt of consent forms.

- Conduct and record interviews

- Transcribe interviews

- Share interview transcript with participants. This step allows participants to confirm credibility the data.

- Analyze and code the transcripts using ATLAS.TI

- Triangulate interview transcripts to determine common themes across rating areas and years of experience.

- Summarize and Report findings

**PART III: DATA ANALYSIS**

### STATISTICAL TECHNIQUES USED TO ANALYZE DATA

A) Descriptive Statistics to be Reported_____

Thematic content analysis will be used to analyze the data. The data will be reviewed to find common patterns across the data set. The recordings will be transcribed, coded and reviewed for themes. Then the data will be presented by themes.

B) Statistical Tests to be Used_____

_____N/A- conducting a qualitative study _____

C) Inferential Statistics to be Reported_____

_____N/A- conducting a qualitative study_____

**PART IV: TIME SCHEDULE**  *(Identify Major Activities & Indicate Time Frame for completion. Thought not required, a GANTT or PERT chart can be used.)*

**By the end of July 2018**
- Contact District EES Program Manager
- Identification of Teachers

**By the end of September 2018**
- Contact Participants and distribute participant packages
- Gather and Secure consent forms
- Conduct and Transcribe Interviews
- Share transcripts with Participants
- Code Data

**By the end of October 2018**
- Complete Data Analysis and Reporting

## STATEMENT OF
## CONFIDENTIALITY AND SAFETY

I _Enci Ida Otley Herman_ hereby verify that confidentiality
will be maintained in the conduct of this research activity. Every effort will be given to conceal
the identity of the students, teachers, schools and other education related subjects of this study;
and the research will do no mental, physical or emotional harm to the participants involved in the
study.


_____     _____
RESEARCHER                                     6/5/18
                                               DATE


_____     _____
RESEARCH ADVISOR                               6/6/18
                                               DATE

## Statement of Non-Disclosure of Release of
## Education Record Information

I understand that upon receipt of the information provided by the Virgin Islands Department of Education regarding _Teacher Evaluation Rating_ the re-release is prohibited by the Family Educational Rights and Privacy Act of 1974. I acknowledge that I fully understand that the release by me of this information to any unauthorized person could subject me to criminal and civil penalties (where applicable) imposed by law.

Name: _Encilda Otley Herman_

Signature: _[signature]_

Organization: _Walden University_

Date: _6/5/18_

Research Advisor: _Kathleen Norris_    Date: _6/6/18_

The items listed below are designated as Education Record Information by the Family Educational Rights and Privacy Act:

- Date and place of birth, parent(s) and/or guardian addresses, and where parents can be contacted in emergencies;
- Grades, test scores, courses taken, academic specializations and activities, and official letters regarding a student's status in school;
- Special education records;
- Disciplinary records;
- Medical and health records that the school creates or collects and maintains;
- Documentation of attendance, schools attended, courses taken, awards conferred, and degrees earned;
- Personal information such as a student's identification that would make it easy to identify or locate a student.

Personal notes made by teachers and other school officials that are not shared with others are not considered education records. Additionally, law enforcement records created and maintained by a school or district's law enforcement unit are not education records.

Part of the education record, known as directory information, includes personal information about a student that can be made public according to a school system's FERPA policy. Directory information may include a student's name, address, and telephone number and other information typically found in school yearbooks or athletic programs. Other examples are names and pictures of participants in various extra-curricular activities or recipients of awards, pictures of student s, and height and weight of athletes.

Appendix B: Virgin Islands Department of Education Research Approval



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OFFICE OF PLANNING, RESEARCH AND EVALUATION
1834 Kongens Gade, Charlotte Amalie
St. Thomas, V.I.  00802-6746

December 18, 2022

Ericilda Ottley Herman

Dear Ms. Ottley Herman,

    We are pleased to inform you that your research proposal has been approved.  Enclosed is a copy of your proposal with all necessary approval signatures.

    Best wishes in your endeavors.

                                          Sincerely,

                                          James Richardson
                                          Director – PRE

**Partner Organization Agreement for Low-risk, Work-related Interviews**

James Richardson
Director of Planning, Research, and Evaluator Systems
Virgin Islands Department of Education

December 16, 2022

The doctoral student, Ericilda Ottley Herman is approved to collect interview data from people at our organization.
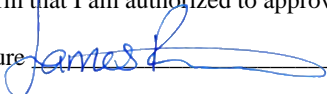
STUDENT RESPONSIBILITIES
I understand that, as per the student doctoral program requirements, the student will publish a scholarly report of this study in ProQuest as a doctoral capstone (withholding the names of the organization and interviewees), as per the following ethical standards:

a. In all reports (including drafts shared with peers and faculty members), the student is required to maintain confidentiality by removing names and key pieces of evidence/data that might disclose an organization's/individual's identity or inappropriately divulge proprietary details. If the organization itself wishes to publicize the findings of this project, that is the organization's judgment call.

b. The student will be responsible for complying with the organization's policies and requirements regarding data collection (including the need for the partner organization's internal ethics/regulatory approval, if applicable).

c. Via an Interview Consent Form, the student will describe to interviewees how the data will be used in the doctoral project and how all interviewees' privacy will be protected.

d. The doctoral student will not use these data for any purpose other than the doctoral study outlined in this agreement.

I confirm that I am authorized to approve research activities in this setting.

Signature _James R_____
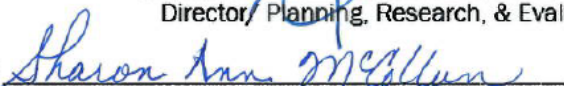
Partner Organization Leader's Name and Title  _James Richardson, Director of Planning Research & Evaluation_

# SIGNATURE OF APPROVAL SHEET

Practices will comply with ethical and confidential considerations of the study/research.

_____
Signature of Requesting Party

RECOMMENDED/NOT RECOMMENDED_____

| | Principal/Director | Date |
|---|---|---|

RECOMMENDED/NOT RECOMMENDED_____

| | Principal/Director | Date |
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| | Principal/Director | Date |
|---|---|---|

RECOMMENDED/NOT RECOMMENDED_____

| | Insular Superintendent | Date |
|---|---|---|

RECOMMENDED/NOT RECOMMENDED_____

| | Insular Superintendent | Date |
|---|---|---|

RECOMMENDED/NOT RECOMMENDED_____

| | Director/ Planning, Research, & Evaluation | Date 6/12/18 |
|---|---|---|

APPROVED/DISAPPROVED _Sharon Ann McCollum_

| | Commissioner of Education | Date 6/13/18 |
|---|---|---|

Appendix C: CITI Certificate of Completion

## Certificate of Completion

The National Institutes of Health (NIH) Office of Extramural Research certifies that **Ericilda Ottley Herman** successfully completed the NIH Web-based training course "Protecting Human Research Participants".

Date of completion: 02/12/2017.

Certification Number: 2322312.

Appendix D: Interview Protocol for Teachers' Perception of Principal Feedback

**Introduction:**

Hello! My name is Ericilda Ottley Herman, and I'm a doctoral candidate at Walden University. Thank you for taking the time to complete this interview today. The purpose of this interview is to learn about how you perceive the influence and quality of administrator feedback and how you use it to improve your instructional practices. There are no right or wrong answers. If you don't mind, I will contact you to confirm your answers after the completion of the interview. Remember, everything will remain confidential, and only I will be aware of your identity as it pertains to your answers. I will use your answers to determine how you and your colleagues use principal feedback and determine the type of feedback needed to improve a teacher's instructional practice.

Your participation in this interview is voluntary, and I would like to remind you of your written consent to participate in this study.

Thank you for your assistance.

Demographic Questions

1. How many years of teaching experience do you have in general?

2. How many years have you been participating in the new teacher evaluation system?

Interview Questions

1. What is your perception of the feedback provided as part of the teacher evaluation system?

2. Describe the type of feedback you need from VIDE's teacher evaluation system to improve your instructional practice.

3. Describe a situation when the VIDE's teacher evaluation system impacted your instructional practice.

   a. How would you describe the feedback delivered in this situation?

   b. What made the feedback in this situation compelling and memorable?

4. What part of the VIDE's teacher evaluation system do you perceive most beneficial to improving your instructional practice? Why?

5. How does VIDE's teacher evaluation system impact your classroom instruction? If it does not, why?

6. Explain how your evaluations reflected on your instructional practice. If it does not, why?

7. Describe how you use the feedback to adjust your teaching practices.

   a. Was it actionable? If you do not, why?

8. Describe how you use the feedback to adjust student learning experience in the classroom. If you do not, why?

9. Does feedback delivered informally or formally influence change in your instructional practice? Explain further.

10. Where in the evaluation process do you receive the most influential feedback?

11. What changes would you make to the teacher evaluation system regarding improving the quality of the feedback regarding instructional practices? Why?

12. Is there anything else you would like to say about the quality of feedback from the VIDE's teacher evaluation system?

Appendix E: The Project

**Engaging With Feedback:**

**A 3-Day Professional Development With Job-Embedded Coaching**

**Goal**

To improve the quality and impact of instructional feedback of administrators to effectively improve teacher instructional practice.

**Learning Outcomes:**

By the end of this training, administrators will be able to:

- Identify and articulate specific instructional practices that need to be addressed.
- Understand how to give constructive, explicit feedback on teachers' instructional practice (what it currently looks like and what it needs to look like).
- Be able to assist the teachers in formulating a goal, specific actions, and a timeline based upon their feedback.
- Encourage effective implementation of the feedback practice through regular check-ins with teachers.

**Target Audience:**

- Educational leaders (e.g., administrators, school principals, assistant principals, teacher evaluators, etc.)

**Duration:**

- 3 days (18 hours) of whole-group training
- 14 hours of job-embedded coaching

**Materials:**

- Pens
- Pencils
- Post-it notes
- Chart paper
- Flip chart markers
- Stickers
- Folders

- Table tents
- Colored paper
- Highlighters
- Printed copy of QR code with access to online drive with training handouts
- Printed training handouts (articles, goal setting templates, graphic organizers

**Technology:**

- Personal device (laptop/tablet)
- Internet access
- Projector and screen

**Timeline:**

| | |
|---|---|
| → | **Day 1 (9:00 am - 3:00 pm)**<br>• Professional Development Training (Objective 1) |
| → | **2 hour Coaching Session 1**<br>• Practice, Coaching, & Feedback |
| → | **Day 2 (9:00 am - 3:00 pm)**<br>• Professional Development Training (Objective 2 & 3) |
| → | **2 hour Coaching Session 2**<br>• Practice, Coaching, & Feedback |
| → | **Day 3 (9:00 am - 3:00 pm)**<br>• Professional Development Training (Objective 4) |
| → | **Ongoing Coaching Sessions**<br>• 2 hour Coaching & Feedback cycles every 3 weeks |

**First Training Day – Session 1:**

| Time | Working Agenda | PowerPoint |
|---|---|---|
| 9:00 am | Welcome | Slides 1–7 |

1. Principals sign-in and settle down (receive access to handouts, nametag, and internet access)
2. Facilitator discusses doctoral study, the findings, development of training, project goal, and outcomes.
3. Outlines Participant Norms
4. Reviews Session 1 Learning Objective
5. Mind Warmer: The participants will reflect upon their education leadership style and describe various aspects using movie title.
6. Activity:
   a. Pair individuals in the room in groups of four. This mind warmer (icebreaker) was developed to prompt reflection on aspects of the principals' leadership and how they would describe them to others.

| | | |
|---|---|---|
| 10:00 am | 13. Ask participants to fold a blank sheet of paper into 3 sections. Then label each column creating a KWL chart. | Slides 8–10 |

14. Participants will write all they know and wonder about "The Science of Teaching" and the role the school administrator.
15. Participants watch 7-minute video on "The Science of Teaching" https://youtu.be/KVLTxKyxioA and take notes on the impact of teachers on student learning.
16. Participants share notes and key points.
17. Facilitate discussion about the importance of observations and knowledge of identifying **WHAT** we are looking for, to articulate **WHY** it's important, and share **HOW** to change it.

**Take 10-minute break before transitioning to next activity.**

| | | |
|---|---|---|
| 11:00 am | 18. Recap discussion from prior to the break on "The Science of Teaching" and importance of Teacher observations. | Slides 11–14 |

19. Participants scan "Classroom Walkthroughs: Where Data-Gathering and Relationship-Building Meet for School Improvement." by Kristin Rouleau & Tracie Corner

Activity 1: Use a graphic organizer of your choice to outline your classroom walkthrough protocol from preparation to feedback.

20. With your elbow partner share your graphic organizer and discuss:
    a. Identification of a Look-for
    b. Collecting evidence (Rubric/Walkthrough forms)
    c. Frequency
21. Participants read "Reframing Observations" by Rachael Gabriel
22. Divide participants into 3 small groups who will jigsaw the article to present to the large group.
23. Each small group will reread and create an infographic for their section to present to whole group.

      a. Group 1: CHALLENGES TO OBSERVATION The dual foci of teacher evaluation cannot be addressed simultaneously.

      b. Group 2: Excellent teaching is specific, but most rubrics are generic.

      c. Group 3: Learning isn't always visible at the moment we look for it & OVERCOMING THE CHALLENGES

24. Facilitator will assist as needed; One speaker from each group presents main ideas for their group's portion.

| 12:00 pm | **Lunch** | **Slide 15** |
| --- | --- | --- |

**1:00 pm**

1. Recap Morning Session
2. Facilitator presents information on the impact of knowing what you are looking for when planning an observation, using the look-for to develop feedback on how to shift instructional practice, and putting structures in place to conduct observations.
3. Introduce Activity 2: Observations by referring to key points in the video around building a culture of learning. Observations are a critical part of the feedback process.
4. Activity 2: Observations
      a. Independently seated in their seats, participants will write the words informal and formal on separate Post-its of different colors. Then write a word that describes each one.
      b. Table groups will work together to organize Post-it notes and generate a definition for formal observation and informal observation.
      c. On a bifold chart paper, create a checklist for conducting informal and formal observations.
      d. Groups will post chart papers and share their checklists developed.
      e. Facilitate a discussion around commonalities in checklists and walkthrough participants create two final definitions and checklists.

Facilitator Note: Leave charts up to refer to throughout the remainder of the training.

*Slides 16–17*

| | | |
|---|---|---|
| 2:00 pm | 5. Participants will watch the | Slides 18–22 |

    a. 4-minute video entitled "John Hattie on Visible Learning and feedback in the classroom."

    b. 6-minute video entitled "Introduction Marzano's Nine Strategies for Effective Instruction."

6. Participants will review the

    a. Charlotte Danielson Framework for Teaching Clusters

    b. Article "8 Strategies Robert Marzano & John Hattie Agree On"

7. Using the various resources, participants will develop identify listing of instructional strategies and practices that they will look-for on their observations.

8. Practice, Coaching, and Feedback Assignment:

9. Take a blank paper and fold it in vertically, then horizontally, you should have 4 boxes:

    a. Box 1: Write the names of 10 teachers within your building. Put a star by the ones with more than 3 vowels, put a check by the ones with more than 5 letters, and put a smiley face next to the ones you worry about the most. Circle the teachers with multiple symbols.

    b. Box 2: Write 1 area of evaluation rubric, a component of Charlotte Danielson or a strategy that Robert Marzano & John Hattie agreed upon.

    c. Box 3: Identify 60 minutes of the day this can be 60 minutes straight or broken into two 30-minute blocks or four 15-minute blocks of time (i.e., 9:00 am – 10:00 am or 9:00 – 9:30 and 10:30 – 11:00).

    d. Box 4: Write the protocol that you drafted earlier.

10. For the next 3 weeks you will observe the circled names in box 1, focusing on the instructional strategy in box 2, during the time(s) in box 3, using the protocol in box 4.

11. Your coaching sessions will focus on your observation notes gathered on each teacher. Be sure to schedule coaching sessions before participants leave.

12. Facilitator notes: Take a picture of each
participant sheet & schedule coaching sessions.
13. Reflection – 3 things that Stood out for me, 2
affirmations of practice, and 1 thing I plan to do
differently.

| | | |
|---|---|---|
| 3:00 pm | Participant evaluation | Slide 23 |

**2nd Training Day – Session 2:**

| Time | Working Agenda | PowerPoint |
|---|---|---|
| 9:00 am | 1. Welcome | Slides 25–28 |
| | 2. Participants sign-in and settle down (receive access to handouts, nametag, and internet access) | |
| | 3. Outlines Participant Norms | |
| | 4. Mind-warmer Activity: Pair Individuals in the room in groups of two. This mind-warmer focuses on the relationship and rapport between administrator and teacher. Administrators will discuss in their duos what they would want for their teachers and why. | |
| | 5. Reviews Session 2 Learning Objectives | |
| | 6. Facilitator reviews intent of doctoral study, key learnings of previous training session, and discusses key findings form Coaching Sessions. | |
| 10:00 am | 7. Participants will share key learnings from Practice, Coaching & Feedback Assignment through Activity 1: Create a 30 second elevator speech around the importance of informal and formal observations. | Slides 29 – 34 |
| | 8. Have participants share elevator speech. | |
| | 9. Facilitator introduces the concept of feedback, findings from study (elaborate on teacher comments) | |
| | 10. Participants will watch 9-minute video entitled "Bill Gates: Teachers need real feedback." | |
| | 11. Activity 2 – Feedback Recharged: | |

a. Discuss at your table key takeaways from video and
earlier discussions.
b. On a chart paper, create an advertisement on the
importance of teachers receiving feedback.
c. Share advertisement.

**Take 10-minute break before transitioning to next
activity.**

| | | |
|---|---|---|
| 11:00 am | 12. Speak about feedback model and expound upon each "E." | Slides 35–36 |

      a. Empower – The feedback should motivate teachers. Feedback should be a non-threatening conversation that the teacher feels welcomed to participate in the process.

      b. Educate – Practices should be modelled, or a form of professional development should be shared. Teachers need to know specifically, how to improve their practice.

      c. Encompass – Feedback should create connections amongst practices and extend across observations to show growth.

      d. Explicit – Feedback needs to clearly state what was observed, how to improve, and examples of what should be done.

      e. Establish targets – Feedback must include goal setting. Short- or long-term goals that the teacher can work towards.

      f. Evidenced – Feedback must provide examples from observation.

      g. Expected – Feedback should be timely and frequent.

13. Discuss with participants their thoughts on the "Engage with Feedback Model."

14. Activity 3: Providing Feedback

      a. On a sheet of paper, choose 2 of the observation notes from the Practice, Coaching & Feedback Assignment.

      b. Review the sample feedback given to those teachers.

      c. Does it align with the "Engage with Feedback" model?

      d. Which E are you missing? Why?

      e. What would you do differently?

      f. Rewrite the feedback in alignment of the "Engage with Feedback" model.

      g. With your elbow partner, discuss your revisions and reflections.

| | | |
|---|---|---|
| 12:00 pm | **Lunch** | **Slide 37** |
| 1:00 pm | 1. Review "Engage with Feedback" model and morning work | Slide 38–39 |

2. Pair participants into groups of 3 and groups are to decide on the instructional practice that will be observed/review steps to master standard/task
3. Rubric Look-for Calibration
4. Facilitator will explain that both partners must align practices and ensure that they have a common understanding of the Look-for.
5. Participants can choose 2 out of the four videos to observe and provide feedback on.
6. Participants will review look-for and discuss evidence collected. Then draft written feedback and participants will practice delivering the feedback in a non-threatening way. Then they will provide each other feedback on the delivery using the Engage Feedback Model.

**Take 10-minute break before transitioning to next activity.**

2:00 pm  15. Facilitate discussion around what was observed. Engage participant in goal setting.                    Slides 40–43
  a. What is the focus or area that you want the teacher to improve in?
  b. Develop a SMART goal that aligns to the improvement of practice.
  c. Once the goal is fully developed, write steps to meeting the goal, identify action items, roles and responsibilities, timelines, etc.
  d. Short term goals or Long-term with benchmarks is options.
16. Activity 4: Using your observer notes and the leadership practices rubric, prepare to facilitate a feedback session with the evaluator. During this session, you will engage the evaluator in establishing targets for their Practice, Coaching& Feedback Session.
17. Reflection: Feedback a-ha's
  a. On a sheet of paper, write down the biggest Ah-ha moment that you experienced today.
18. Practice, Coaching, & Feedback Assignment:
  a. Review your previous list of 10 teachers, the teachers with stars only, place a box around their names.
  b. Add an additional 60 minutes to your daily schedule.

   c. Conduct your daily walkthroughs of both the circle teachers and now the box teachers during the 60 minutes of time you identified.

   d. Provide feedback to each of the teachers using the "Engage with Feedback" model.

   e. Record 1 feedback session and submit video via Google Drive.

3:00 pm  Evaluation             Slide 44

**3rd Training Day – Session 3:**

| Time | Working Agenda | PowerPoint |
|---|---|---|
| 9:00 am | Welcome | Slides 46–49 |

   1. Participants sign-in and settle down (receive access to handouts, nametag, and internet access)

   2. Outlines Participant Norms For the Day

   3. Mind-warmer Activity: Pair Individuals in the room in groups of four. This mind-warmer was developed to prompt reflection on time management and prioritizing events in their day. The facilitator should listen to hear how many individuals are speaking about increasing instructional time in the day.

   4. Facilitator reviews intent of doctoral study, key learnings of previous two sessions, and discusses key findings form Coaching Sessions

   5. Participants share key learnings from Practice, Coaching & Feedback Assignment

   6. Reviews Session 3 Learning Objectives

10:00 am 7. Make the point of the importance of time management and Slides 50–52 calendaring in providing feedback. It must be frequent, and timeliness is a key. Establishing a culture of learning requires principal presence.

   8. Activity 1 - Time Analysis:

    a. Review your calendar for the past month.

    b. Divide your activities into 4 major buckets (Instructional support, Operations, Meetings, and Administrative/clerical duties)

    c. Calculate what percentage of time you used under each bucket per month in the last 3 months.

    d. What days of the week can you attribute to each bucket? Which day do you focus on instruction the most each week? Which week of the month?

**Take 10-minute break before transitioning to next activity.**

| | | |
|---|---|---|
| 11:00 am | 9. Activity 2: Possible Roadblocks: | Slides 53–55 |

    a. What stops you from getting into classrooms? Create a list of these things.

    b. Time to prioritize… How much of these items can you shift, or they can wait for another time?

    c. Facilitator Note: Have individuals count off from 1-4 (dependent on number of participants) around the room. Then group them into small groups of 4.

    d. Activity 3: In groups of four create a 2-column chart. List the common roadblocks in the first column and in the 2nd, column place the priority level form 1-5 with 5 being the highest priority. Ask participants to use a Post-it note to explain any priority level higher than a 3.

    e. Have participants conduct a gallery walk.

    f. Facilitate a discussion around the Possible Roadblocks activity. Have participants share their roadblocks and other participants provide possible solutions.

| | | |
|---|---|---|
| 12:00 pm | Lunch | Slide 55 |
| 1:00 pm | 10. Participants will watch a 1-minute video entitled "What should principal leaders have on their calendar." | Slides 56–58 |

11. Participants are asked to review Activities from prior to lunch and have a discussion on how they can increase the percentage of time in Instruction.

12. Activity 4: Prioritizing Instructional Feedback

    a. This activity builds upon #1-3

    b. Use a chart paper and create a 5-day table. 5 columns for days (wide enough for 2 or more Post-it notes) and 8 rows for hours (wide enough for 2 or more Post-it notes)

    c. On the Post-it notes

       i. 10- (yellow) write feedback cycles

       ii. 10- (pink) write walk-throughs

       iii. 5- (blue) administrative duties/meetings

       iv. 5- (green) operational

    d. Begin to lay out your week and set in place where you would like to conduct your walkthroughs, feedback cycles, etc.

    e. Facilitator walks around the room and assists as well as shift thoughts. Remind participants about prioritizing instruction.

  f. Transfer the chart into your daily calendar online or on paper, highlighters (various colors), and section out your day.

  g. Discuss the difficulty of competing this task as well as the importance of intentionally making time to work with teachers and provide the feedback needed to shift their instruction.

**Take 10-minute break before transitioning to next activity.**

2:00 pm  13. Activity 5: Coaching Support Plan   Slides 59–61

  a. Complete your personalized plan for your coaching sessions. Indicate the leadership support that you would like to receive and how it will look.

  b. Review the plan with the facilitator and schedule next coaching session.

  c. Discuss quote of one of the study participants. Tie it to the importance of the Engage Model and provide consistent feedback.

  d. Reflection:
   Do you have the full picture of every teacher's instructional practice? Why or why not?

3:00 pm  Participant Evaluation     Slide 62

**<u>1:1 Coaching Sessions:</u>** These sessions occur no less than 2 weeks after Training days and focus on Practice Review or goals of administrator. After 3rd Training Day, coaching sessions should occur every 3 weeks as a model for participants.

1st hour
1. Establish/Recap goal for this session. (Recap Assignment or Coaching plan)
2. Review assignment completion
3. Identify practice for Walkthroughs.
4. Look-for Calibration
5. Conduct walkthroughs of classrooms and collect evidence.
6. Debrief evidence.
7. Feedback Calibration
8. Administrator provides feedback/ Coach observes

153

2nd hour    9. Model feedback practices while providing feedback to administrators using the FIT model as a framework for delivering feedback through explicit emphasis of its application and significance to the administrator practice.
10. Engage administrator in goal setting for next coaching session.
11. Provide professional resources for review.
12. Create action plan for administrator with goals to work on in between coaching sessions.
13. Administrator completes Coaching session evaluation

**Project PowerPoint Slides**
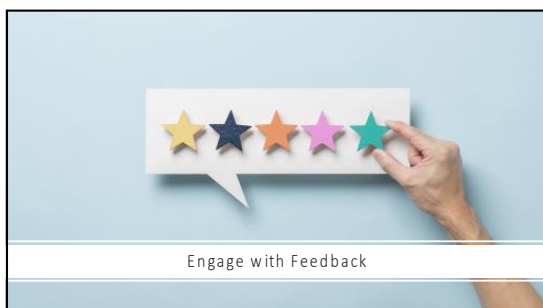


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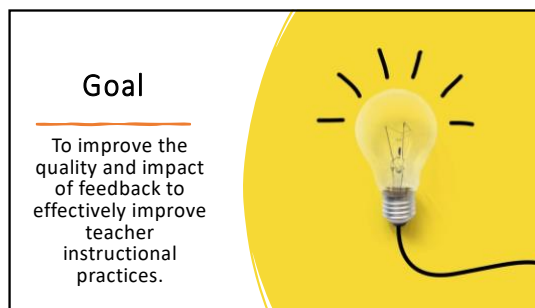


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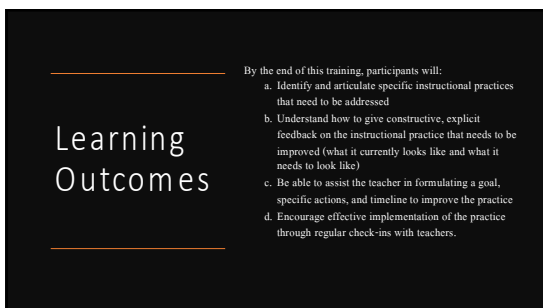


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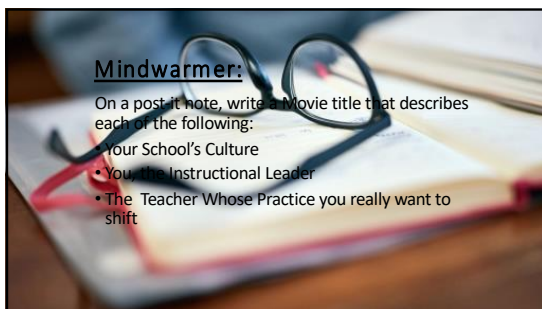


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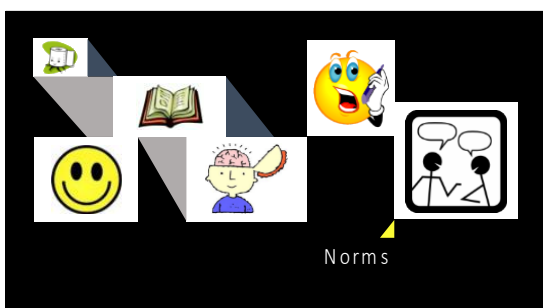


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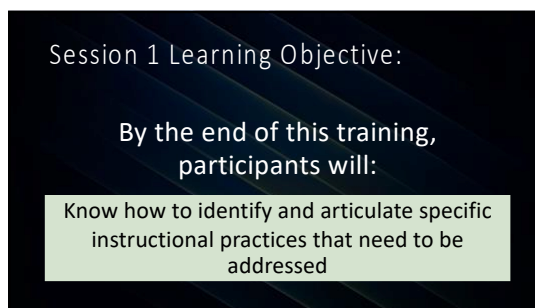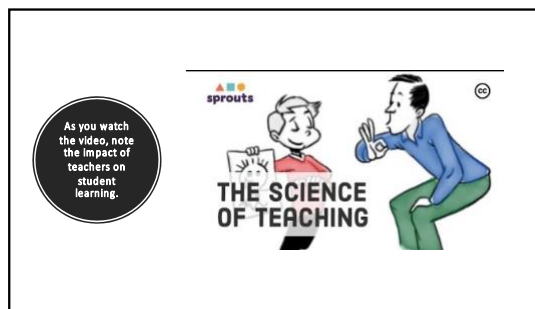


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**Mindwarmer:**

On a post-it note, write a Movie title that describes each of the following:
- Your School's Culture
- You, the Instructional Leader
- The Teacher Whose Practice you really want to shift
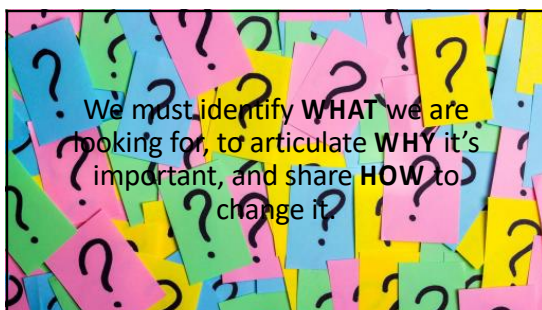
7

As you watch the video, note the impact of teachers on student learning.

sprouts

**THE SCIENCE OF TEACHING**

8

We must identify **WHAT** we are looking for, to articulate **WHY** it's important, and share **HOW** to change it.

9

# 10 minute
Break

10

Read "Classroom Walkthroughs: Where Data-Gathering and Relationship-Building Meet for School Improvement."
by Kristin Rouleau & Tracie Corner

Rouleau, K., & Corner, T. (2020). Classroom Walkthroughs: Where Data-Gathering and Relationship-Building Meet for School Improvement. In *McREL International*. McREL International.

11

## Activity 1

- Use a graphic organizer of your choice to outline your classroom walkthrough protocol from preparation to feedback.

- With your elbow partner share your graphic organizer and discuss:
  - Identification of a Look-for
  - Collecting evidence (Rubric/Walkthrough forms)
  - Frequency

12

Read "Reframing Observations"
by Rachael Gabriel

13

"Reframing Observations"
by Rachael Gabriel

- Each small group will reread and create an infographic for their section to present to whole group.
  - Group 1: CHALLENGES TO OBSERVATION The dual foci of teacher evaluation cannot be addressed simultaneously.
  - Group 2: Excellent teaching is specific, but most rubrics are generic.
  - Group 3: Learning isn't always visible at the moment we look for it & OVERCOMING THE CHALLENGES

14

**1 hour**
Lunch

15

Morning Recap

16

Activity 2: Observations

- Independently
  - Write the words informal and formal on separate post-its of different colors. Then write a word that describes each one.

- Group:
  - Organize post-it notes and generate a definition for formal observation and informal observation.
  - On a bifolded chart paper, create a checklist for conducting informal and formal observations.

17

Visible Learning by John Hattie

form a collective around them,
and upscale that.

18

19

20

**Review Instructional Strategies**

**Practice, Coaching, & Feedback Assignment**

- Take a blank paper and fold it in vertically, then horizontally, you should have 4 boxes:
- Box 1: Write the names of 10 teachers within your building. Put a star by the ones with more than 3 vowels. Put a check by the ones with more than 5 letters, and put a smiley face next to the ones you worry about the most. Circle the teachers with multiple symbols.
- Box 2: Write 1 area of evaluation rubric, a component of Charlotte Danielson or a strategy that Robert Marzano & John Hattie agreed upon.
- Box 3: Identify 60 minutes of the day this can be 60 minutes straight or broken into two 30-minute blocks or four 15-minute blocks of time (ie. 9:00 am – 10:00 am or 9:00 – 9:30 and 10:30 – 11:00).
- Box 4: Write the protocol that you drafted earlier.
- For the next 3 weeks you will observe the circled names in box 1, focusing on the instructional strategy in box 2, during the time(s) in box 3, using the protocol in box 4.
  •
- Your coaching sessions will focus on your observation notes gathered on each teacher.

21

**Reflection**

- 3 things that Stood out for me,
- 2 affirmations of practice, and
- 1 thing I plan to do differently.

22

Evaluation
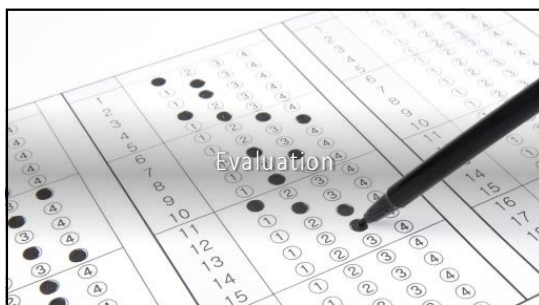
23

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## Session 2
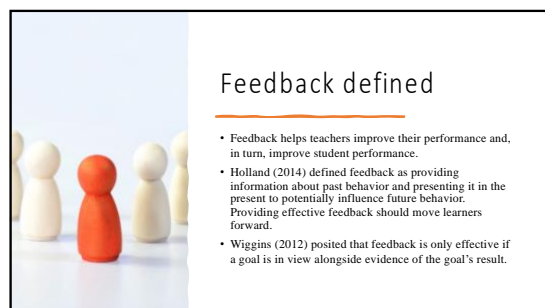
25

## Norms

26

## Mindwarmer:

### What do you want for your teachers?

27

## Session Learning Objectives:

By the end of this training, participants will:

a. Understand how to give constructive, explicit feedback on the instructional practice that needs to be improved (what it currently looks like and what it needs to look like)

b. Be able to assist teachers in formulating a goal, specific actions, and timeline to improve their instructional practice

28

## Activity 1: You got 30 seconds!

- Create a 30-second elevator speech that captures:
  - The importance of informal and formal observations
  - What you saw completing your Practice, Coaching, & Feedback Assignments
  - What you wish you could have said to the teachers

29

## Feedback defined

- Feedback helps teachers improve their performance and, in turn, improve student performance.
- Holland (2014) defined feedback as providing information about past behavior and presenting it in the present to potentially influence future behavior. Providing effective feedback should move learners forward.
- Wiggins (2012) posited that feedback is only effective if a goal is in view alongside evidence of the goal's result.

30

**Slide 31**

Educators perceived that…

*Administrator feedback must focus on the task and provide the opportunity to set goals and actions that align with the feedback.*

*Administrator feedback should be objective, timely, and provide explicit details about the task, and motivate them to improve their instructional practice.*

31

**Slide 32**

Video: Bill Gates: Teachers need real feedback

- TED. (2013, May 8). *Bill Gates: Teachers need real feedback* [Video]. YouTube. https://youtu.be/81Ub0SMxZQo

32

**Slide 33**

Activity 2: Feedback Recharged

o Discuss at your table key takeaways from video and earlier discussions.
o On a chart paper, create an advertisement on the importance of teachers receiving feedback.
o Share advertisement.

33

**Slide 34**

Break

34

**Slide 35**

Feedback Model

Expected
Empower
Educate
Encompass
Explicit
Establish Targets
Evidenced
Engage with Feedback

35

**Slide 36**
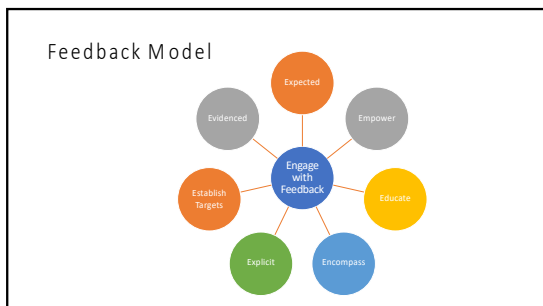
Activity 3

- On a sheet of paper, Choose 2 of the observation notes from the Practice, Coaching & Feedback Assignment .
  - Review the feedback given to those teachers.
    - Does it align with the "Engage with Feedback" model?
    - Which E are you missing? Why?
    - What would you do differently?
  - Rewrite the feedback in alignment of the "Engage with Feedback" model.
  - With your elbow partner, discuss your revisions and reflections.

36

Lunch

37

## Delivering Feedback

- After your group has calibrated the look-for rubric:
  - Choose 2 videos.
    - https://youtu.be/7SZnuQqv6bw
    - https://youtu.be/o4w6W8nV-Ts
    - https://youtu.be/WvfTt8uIoUA
    - https://youtu.be/GvSeQt66MHU

- Discuss what you observed each video. As a team come to a consensus on what was observed.
- Draft feedback to be provided to teacher.
- Take turns being teacher, evaluator, and observer. The observer will take notes of the evaluator and their feedback process.

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Break
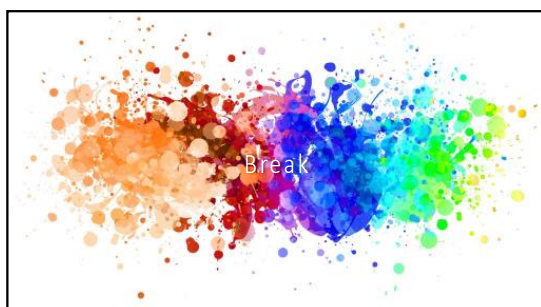
39

## Goal-setting

- What is the focus or area that you want the teacher to improve in?
- Develop a SMART goal that aligns to the improvement of practice.
- Once the goal is fully developed, write steps to meeting the goal, identify action items, roles and responsibilities, tinelines, etc.
- Short term goals or Long-term with benchmarks are options.
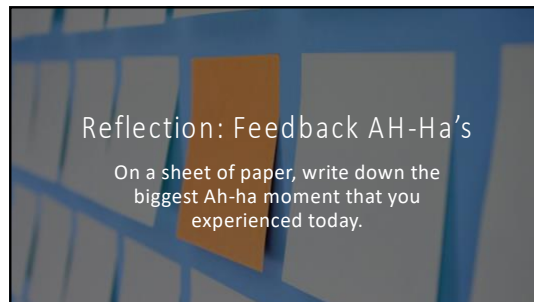
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## Activity 4

Using your observer notes and the leadership practices rubric, prepare to facilitate a feedback session with the evaluator. During this session, you will engage the evaluator in establishing targets for their Practice, Coaching & Feedback Session.

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## Reflection: Feedback AH-Ha's

On a sheet of paper, write down the biggest Ah-ha moment that you experienced today.

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## Slide 43

### Practice, Coaching, & Feedback Assignment

- Review your previous list of 10 teachers, the teachers with stars only, place a box around their names.
- Add an additional 60 minutes to your daily schedule.
- Conduct your daily walkthroughs of both the circle teachers and now the box teachers during the 60 minutes of time you identified.
- Provide feedback to each of the teachers using the "Engage with Feedback" model.
- Record 1 feedback session and submit video via Google Drive.

43

## Slide 44

Evaluation

44

## Slide 45

### References

- TED. (2013, May 8). *Bill Gates: Teachers need real feedback* [Video]. YouTube. https://youtu.be/81Ub0SMxZQo
- *Today's classroom - Elko middle school* [Video]. (2017, October 24). YouTube. https://youtu.be/7SZnuQqv6bw\
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- Economics lesson [Video]. (2023, March 15). YouTube. https://youtu.be/WyfTt8uloUA

45

## Slide 46

Session 3

46

## Slide 47

Norms

47

## Slide 48

### Mindwarmer:

As an instructional leader, if you could eliminate one thing from your daily routine, what would it be and why?

48

**Slide 49**

Session 3 Learning Objective:

By the end of this training, participants will encourage effective implementation of best instructional practices through regular check-ins with teachers.

49

**Slide 50**

There's always time for the important things in life.

Isn't educating our children important?
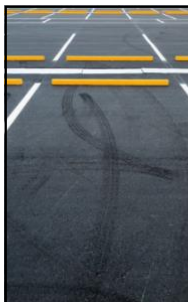
PRIORITY #1
PRIORITY #2
PRIORITY #3
PRIORITY #4

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**Slide 51**

Activity 1: Time Analysis

- Review your calendar for the past 3 months.
- Divide your activities into 4 major buckets (Instructional support, Operations, Meetings, and Administrative/clerical duties)
- Calculate what percentage of time you used under each bucket per month in the last 3 months.
- What days of the week can you attribute to each bucket?
- Which day do you focus on instruction the most each week?
- Which week of the month?

51

**Slide 52**

Break

52

**Slide 53**

Activity 2: Possible Roadblocks

- Reflect on Activity 1. As you move into the practice of shifting teacher instruction by increasing feedback cycles, answer the following:
  - Create a list of these things of the things that stop you from getting into classrooms
  - Time to prioritize... How many of these items can wait for another time?

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**Slide 54**

Activity 3: Roadblocks cont.

- In groups of four create a 2-column chart.
- List the common roadblocks in the first column and in the 2nd. column place the priority level form 1-5 with 5 being the highest priority.
- Use a post-it note to explain any priority level higher than a 3.

54

Lunch

55



WHAT SHOULD PRINCIPAL LEADERS HAVE ON THEIR CALENDAR?

Quick Tips: Ei360

What should principal leaders have on their calendar

56

### Activity 4: Prioritizing Instructional Feedback

o This activity builds upon #1-3
o Use a chart paper and create a 5 day table. 5 columns for days (wide enough for 2 or more post-it notes) and 8 rows for hours (wide enough for 2 or more post-it notes)
o On the post-it notes
  ▪ 10- (yellow) write feedback cycles
  ▪ 10- (pink) write walkthroughs
  ▪ 5- (blue) administrative duties/meetings
  ▪ 5- (green) operational
o Begin to lay out your week and set in place where you would like to conduct your walkthroughs, feedback cycles, etc,

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Break
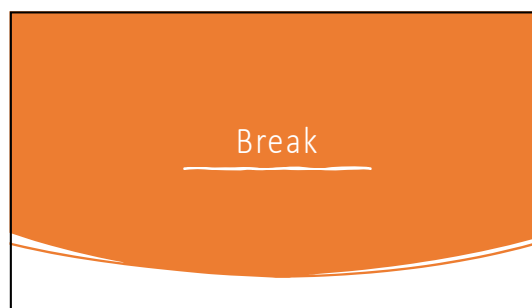
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### Activity 5: Coaching Support Plan

• Complete your personalized plan for your coaching sessions. Indicate the leadership supports that you would like to receive and how it will look.

• Review the plan with the facilitator and schedule next coaching session.
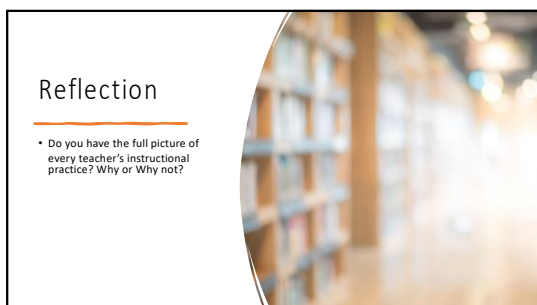
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### A Teacher's Perspective….

"It's a little disconnected because an observation happens once, twice and it doesn't really give, in my opinion, a full picture, the full breath of what really happens in the classroom. So, the feedback is typically on a particular lesson, which in many ways doesn't really encapsulate what a teacher does on an everyday basis, if that makes sense."
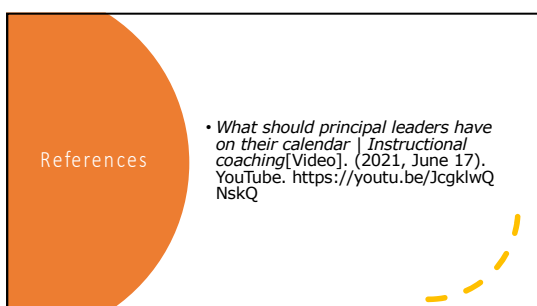
- Orange-BirD03

60

Reflection

- Do you have the full picture of every teacher's instructional practice? Why or Why not?

61



Evaluation

62



References

- *What should principal leaders have on their calendar | Instructional coaching*[Video]. (2021, June 17). YouTube. https://youtu.be/JcgklwQNskQ

63

**<u>Professional Development Evaluation</u>**

**Employee Name**

**School/Activity Center**

**Facilitator**

**Date**

**Training Session #**

| **Please indicate the extent to which you agree or disagree with the statements below by placing an "x" in the box.** | **Strongly Agree** | **Agree** | **Neutral** | **Disagree** | **Strongly Disagree** |
|---|---|---|---|---|---|
| Today's session was aligned to its learning outcomes. | | | | | |
| Today's session was relevant to my instructional leadership practices. | | | | | |
| Today's session enhanced my ability to conduct a feedback cycle. | | | | | |
| Today's session effectively modeled the appropriate instructional leadership strategies. | | | | | |
| The facilitator personalized today's session by incorporating relevant experiences into today's activities. | | | | | |
| Today's activities increased my capacity to provide teachers with quality feedback that would influence change in their instructional practices. | | | | | |
| Today's sessions advanced my understanding of how to engage teachers in a feedback cycle to improve their instructional practice. | | | | | |

As a result of today's session, how will you deliver feedback differently in the future? Why?

Additional comments?